

**Phong Trào Thiếu Nhi Thánh Thể Việt Nam Tại Hoa Kỳ**  
**Miền** \_\_\_\_\_  
**Đoàn** \_\_\_\_\_  
**Thành Phố** \_\_\_\_\_ **Tiểu Bang** \_\_\_\_\_

**Nghĩa Sĩ Cấp 2**  
**Huynh Trưởng Lesson Plans**

**Huynh Trưởng** \_\_\_\_\_



# Thánh Thể

Lesson Title: **God’s Covenant with Adam & Eve (Giao Ước với Adam và Eve)**

PRE-PLANNING	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1) Define “covenant” Định nghĩa “giao ước.”</li> <li>2) Explain how Adam &amp; Eve had a covenant with God. <i>Giải thích giao ước giữa Thiên Chúa và Adam &amp; Eve.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Tap Hop &amp; Attendance (2)</li> <li>2. Prayer Scripture (5)</li> <li>3. New Material (10)</li> <li>4. Group Activity (15)</li> <li>5. Independent Work (10)</li> <li>6. Closing &amp; Prayer (3)</li> </ol> <p><b>Total = 45 min</b></p>
	<b>Assessment:</b>	How will students show you they have mastered the objective?
	<ul style="list-style-type: none"> <li>• What is a covenant? <i>A covenant is an agreement between God humans.</i>  <i>Giao ước là một lời hứa giữa Thiên Chúa và loài người.</i></li> <li>• What was the covenant between God and Adam &amp; Eve? <i>God created Adam and made him master of all His creations. God also created Eve in his likeness. Adam &amp; Eve needed to show their faith and love for God through their obedience.</i>  <i>Thiên Chúa tạo dựng Adam &amp; Eve trong hình ảnh của Ngài, và cho họ làm chủ của các tạo vật. Adam &amp; Eve cần biểu hiện đức tin và tình yêu của họ cho Thiên Chúa qua sự vâng lời.</i></li> <li>• What did God do after Adam &amp; Eve broke their covenant? <i>God punished them by removing them from the Garden of Eden but did not completely destroy the covenant. God prepared a way to take away the sins of humans through His son, Jesus.</i>  <i>Thiên Chúa phạt Adam &amp; Eve và bảo họ rời khỏi vườn Ê-đên. Nhưng Thiên Chúa không hoàn toàn hủy bỏ giao ước. Thiên Chúa chuẩn bị một cách để xoá đi tội lỗi của loài người qua Chúa Giêsu, con Thiên Chúa.</i></li> </ul>	
<b>Key Points:</b>	What three-five points will you emphasize in this lesson?	

	<ul style="list-style-type: none"> <li>From creation, God made a covenant with humans. <i>Từ lúc tạo dựng, Thiên Chúa đã lập một giao ước với loài người.</i></li> <li>The first humans broke the covenant through their disobedience, but God did not abandon all humans. <i>Tổ tông của loài người đã phá hủy giao ước qua sự bất vâng lời, nhưng Thiên Chúa không bỏ rơi loài người.</i></li> <li>God kept his covenant through his Son, Jesus. <i>Thiên Chúa giữ giao ước của Ngài, qua Chúa Giêsu.</i></li> </ul>	
<b>LESSON CYCLE</b>	<p><b>Opening / Scripture:</b> ( 5 minutes)</p>	<p>Materials:</p>
	<p><b>Genesis 3:8-24</b>  <i>When they heard the sound of the LORD God moving about in the garden at the breezy time of the day, the man and his wife hid themselves from the LORD God among the trees of the garden. The LORD God then called to the man and asked him, "Where are you?" He answered, "I heard you in the garden; but I was afraid, because I was naked, so I hid myself." Then he asked, "Who told you that you were naked? You have eaten, then, from the tree of which I had forbidden you to eat!" The man replied, "The woman whom you put here with me--she gave me fruit from the tree, so I ate it." The LORD God then asked the woman, "Why did you do such a thing?" The woman answered, "The serpent tricked me into it, so I ate it." Then the LORD God said to the serpent: "Because you have done this, you shall be banned from all the animals and from all the wild creatures; On your belly shall you crawl, and dirt shall you eat all the days of your life. I will put enmity between you and the woman, and between your offspring and hers; He will strike at your head, while you strike at his heel." To the woman he said: "I will intensify the pangs of your childbearing; in pain shall you bring forth children. Yet your urge shall be for your husband, and he shall be your master." To the man he said: "Because you listened to your wife and ate from the tree of which I had forbidden you to eat, "Cursed be the ground because of you! In toil shall you eat its yield all the days of your life. Thorns and thistles shall it bring forth to you, as you eat of the plants of the field. By the sweat of your face shall you get bread to eat, Until you return to the ground, from which you were taken; For you are dirt, and to dirt you shall return." The man called his wife Eve, because she became the mother of all the living. For the man and his wife the LORD God made leather garments, with which he clothed them. Then the LORD God said: "See! The man has become like one of us, knowing what is good and what is bad! Therefore, he must not be allowed to put out his hand to take fruit from the tree of life also, and thus eat of it and live forever." The LORD God therefore banished him from the Garden of Eden, to till the ground from which he had been taken. When he expelled the man, he settled him east of the Garden of Eden; and he stationed the cherubim and the fiery revolving sword, to guard the way to the tree of life.</i></p>	<p>Bible/Kinh Thánh</p>
	<p><b>Fact Finding:</b> (5 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	

<p>Ask the student:</p> <ol style="list-style-type: none"> <li>1) What did you notice in this passage that you did not notice before? (most students have read the passage when they were younger).</li> <li>2) Was God’s punishment harsh?</li> <li>3) Did God stop loving humans after original sin? How do you know?</li> </ol>	
<p><b>Group Activity:</b>  How will you clearly state and model behavioral expectations?  How will you ensure that all students have multiple opportunities to practice?  How will you monitor and correct student performance?</p>	
<p><b>Overview:</b>  <b>Use a list of notable quotes about making promises. Remove a key word and ask students to fill in the blank. The HT should paste these statements onto a PowerPoint file and use the animation feature to reveal the correct answer.</b></p> <p>Promises are like <b>babies</b>: easy to make, hard to deliver. ~Author Unknown</p> <p>We promise according to our hopes, and perform according to our <b>fears</b>.  ~Francois duc de la Rochefoucauld</p> <p>It is not the oath that makes us believe the <b>man</b>, but the <b>man</b> who make us believe the oath. ~Aeschylus</p> <p>The best way to keep one's <b>word</b> is not to give it. ~Napoleon Bonaparte</p> <p>Never take a solemn <b>oath</b>. People think you mean it. ~Norman Douglas</p> <p>All promise outruns <b>performance</b>. ~Ralph Waldo Emerson</p> <p>You should be nice in keeping your promises, and therefore equally <b>cautious</b> in making them. ~Thomas Fuller</p> <p>Promises are like <b>crying babies</b> in a theater, they should be carried out at once.  ~Norman Vincent Peale</p> <p><b>Eggs</b> and oaths are easily broken. ~Danish Proverb</p> <p>Nothing weights lighter than a promise. ~German Proverb</p> <p>A promise made is a <b>debt</b> unpaid. ~Robert Service</p> <p>An acre of <b>performance</b> is worth a whole world of promise. ~William Dean Howells</p> <p><b>Losers</b> make promises they often break. Winners make <b>commitments</b> they always keep. ~Denis Waitley</p> <p>For every promise, there is <b>price</b> to pay. ~Jim Rohn</p> <p>A promise is a cloud; <b>fulfillment</b> is rain. ~Arabian Proverb</p>	<p>Handouts</p>

**Overview:**

Use a list of notable quotes about making promises. Remove a key word and ask students to fill in the blank. The HT should paste these statements onto a PowerPoint file and use the animation feature to reveal the correct answer.

Promises are like **babies**: easy to make, hard to deliver. ~Author Unknown

We promise according to our hopes, and perform according to our **fears**.  
~Francois duc de la Rochefoucauld

It is not the oath that makes us believe the **man**, but the **man** who make us believe the oath. ~Aeschylus

The best way to keep one's **word** is not to give it. ~Napoleon Bonaparte

Never take a solemn **oath**. People think you mean it. ~Norman Douglas

All promise outruns **performance**. ~Ralph Waldo Emerson

You should be nice in keeping your promises, and therefore equally **cautious** in making them. ~Thomas Fuller

Promises are like **crying babies** in a theater, they should be carried out at once.  
~Norman Vincent Peale

**Eggs** and oaths are easily broken. ~Danish Proverb

Nothing weights lighter than a promise. ~German Proverb

A promise made is a **debt** unpaid. ~Robert Service

An acre of **performance** is worth a whole world of promise. ~William Dean Howells

**Losers** make promises they often break. Winners make **commitments** they always keep. ~Denis Waitley

For every promise, there is **price** to pay. ~Jim Rohn

A promise is a cloud; **fulfillment** is rain. ~Arabian Proverb

Those that are most **slow** in making a promise are the most faithful in the performance of it. ~Jean Jacques Rousseau

God's promises are like the **stars**; the darker the night the brighter they shine.  
~David Nicholas

Unless **commitment** is made, there are only promises and hopes; but no plans.  
~Peter F. Drucker

Complete the Faith at Home questions.	
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**Lesson Title: Sacrificial Offerings of Abel (Lễ Tế của Abel)**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b>	
	<b>Students will be able to:</b>	How do you plan to sequence your activities	
	<ol style="list-style-type: none"> <li>Review the main ideas regarding Cain &amp; Abel</li> <li>Explain how the actions of Abel is a pre-figuration of the Eucharist.</li> </ol>	<ol style="list-style-type: none"> <li>Tập Họp (2)</li> <li>Attendance (1)</li> <li>Prayer (2)</li> <li>Scripture (5)</li> <li>New Material (5)</li> <li>Group Activity (20)</li> <li>Independent Work (5)</li> <li>Closing (5)</li> </ol>	
	<b>Assessment:</b>	How will students show you they have mastered the objective?	Total = 45 minutes
	<ol style="list-style-type: none"> <li>What does prefigure mean? <i>Prefigure means to foreshadow or show an early indication of a future event.</i>  <i>Tiên báo có nghĩa là hình dung trước về một sự kiện trong tương lai.</i></li> <li>How does Abel's offering prefigure Christ? <i>Abel sacrificed a lamb to God as a sign of love. Jesus is the Lamb of God because he sacrificed Himself as a sign of love for us.</i>  <i>Abel đã hiến tế một con chiên để biểu hiện tình yêu cho Thiên Chúa. Chúa Giêsu là Chiên Thiên Chúa vì Ngài hy sinh bản thân vì yêu thương loài người.</i></li> <li>How does Abel's offering prefigure the Eucharist? <i>Abel's sacrificial offerings are symbolic of the Eucharist because it is Jesus' sacrificial offerings for us.</i>  <i>Những lễ tế của Abel biểu tượng cho Thánh Thể vì Thánh Thể là lễ tế của Chúa Giêsu cho chúng ta.</i></li> </ol>		
<b>Key Points:</b>	What three-five points will you emphasize in this lesson?		
	<ul style="list-style-type: none"> <li>The story of Cain and Abel illustrates God's love. God is love (1John 4:16), and he cares for all his children. As images and children of God, we have responsibility to show our love and care for all our brothers and sisters.</li> <li>The story of Cain and Abel teaches us about sacrifice. A sacrifice is an action of offering someone or something to God as a sign of love and faith.</li> <li>Abel's sacrifice is pleasing and acceptable to God, and it is a prefiguration of Jesus' sacrifice.</li> <li>On Calvary, Christ offers himself in sacrifice for the redemption of the human race.</li> <li>When we receive Communion, we actually participate in the body and</li> </ul>		



	<ul style="list-style-type: none"> <li>• The story of Cain and Abel illustrates God's love. God is love (1John 4:16), and he cares for all his children. As images and children of God, we have responsibility to show our love and care for all our brothers and sisters.</li> <li>• The story of Cain and Abel teaches us about sacrifice. A sacrifice is an action of offering someone or something to God as a sign of love and faith.</li> <li>• Abel's sacrifice is pleasing and acceptable to God, and it is a prefiguration of Jesus' sacrifice.</li> <li>• On Calvary, Christ offers himself in sacrifice for the redemption of the human race.</li> <li>• When we receive Communion, we actually participate in the body and blood of Christ, not just eat symbols of them.</li> </ul>	
<b>LESSON CYCLE</b>	<p><b>Opening / Scripture:</b> ( 5 minutes)</p>	<p><b>Materials:</b></p>
	<p><b>Genesis 4:1-16</b>  <i>Adam had relations with his wife, Eve, and she conceived and bore Cain, saying, "I have produced a man with the help of the Lord."  Next she bore his brother Abel. Abel became a keeper of flocks, and Cain a tiller of the soil.  In the course of time Cain brought an offering to the Lord from the fruit of the soil, while Abel, for his part, brought one of the best firstlings of his flock. The Lord looked with favor on Abel and his offering, but on Cain and his offering he did not. Cain greatly resented this and was crestfallen.  So the Lord said to Cain: "Why are you so resentful and crestfallen? If you do well, you can hold up your head; but if not, sin is a demon lurking at the door: his urge is toward you, yet you can be his master."  Cain said to his brother Abel, "Let us go out in the field." When they were in the field, Cain attacked his brother Abel and killed him.  Then the Lord asked Cain, "Where is your brother Abel?" He answered, "I do not know. Am I my brother's keeper?"  The Lord then said: "What have you done! Listen: your brother's blood cries out to me from the soil!  Therefore you shall be banned from the soil that opened its mouth to receive your brother's blood from your hand. If you till the soil, it shall no longer give you its produce. You shall become a restless wanderer on the earth."  Cain said to the Lord: "My punishment is too great to bear. Since you have now banished me from the soil, and I must avoid your presence and become a restless wanderer on the earth, anyone may kill me at sight."  "Not so!" the Lord said to him. "If anyone kills Cain, Cain shall be avenged sevenfold." So the LORD put a mark on Cain, lest anyone should kill him at sight.  Cain then left the Lord's presence and settled in the land of Nod, east of Eden.</i></p>	<ul style="list-style-type: none"> <li>- Bible</li> <li>- Dry erase pen / chalk</li> </ul>
	<p><b>Fact Finding:</b> (5 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
<p>Discussion / Reflection Questions:</p> <ol style="list-style-type: none"> <li>1. Why do you think God chose to accept Abel's offering and reject Cain's offerings?</li> <li>2. Cain &amp; Abel offers sacrifices to God. Where in the Bible (particularly the New Testament) do you remember reading about sacrifice?</li> </ol>		

<p><b>“Chở, Chụp, Chở” Game with Bible characters</b>  Students form a circle  HT leads students to associate each of the following characters with a motion:</p> <ul style="list-style-type: none"> <li>• Adam – place right arm over left rib and make a pulling motion (like pulling out a rib)</li> <li>• Eve – arm extended, palm slightly open (like holding an apple)</li> <li>• Cain – tight fist with a stabbing motion</li> <li>• Abel – both arms extended, palms facing upward (like offering a sacrifice)</li> <li>• Jesus – left and right hands form a circle (like a round Communion wafer).</li> </ul> <p>HT shouts a name and students must match with the correct motion. HT can often shout a name and the incorrect motion, but students are still expected to give the correct motion.  One minor modification: HT always follows “Abel” with “Jesus”.</p> <p><u>Explanation</u>  Adam, Eve, Cain, and Abel are remembered by distinct action. Adam was made in the image of God and had one rib taken. Eve took the forbidden fruit. Cain killed his brother. However, Abel’s actions are unique because they prefigure Christ’s sacrificial offering.</p>	
<p><b>Independent Work:</b> (5 minutes)  How will you clearly state and model behavioral expectations?  In what ways will students attempt to demonstrate independent mastery of the objective?  How will you provide opportunities for extension?</p>	
<p>Students answer the “Practicing our Faith” and “Faith alive at home” sections.</p>	
<p><b>Closing:</b> (5 minutes)  How will students summarize what they learned? How will students be asked to state the significance of what they learned?  How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
<p><b>What will you do:</b>  Ask students to share their answers.  Summarize with key points.  <u>Ask an extension question:</u> Why does there need to be prefiguration in Bible?  <i>(God shows that He has a plan to save humanity and makes connections between the Old and New Testament)</i></p>	

<b>REINFORCEMENT</b>	<b>Homework:</b> How will students practice what they learned?	
	Students answer the “Practicing our Faith” and “Faith alive at home” sections.	

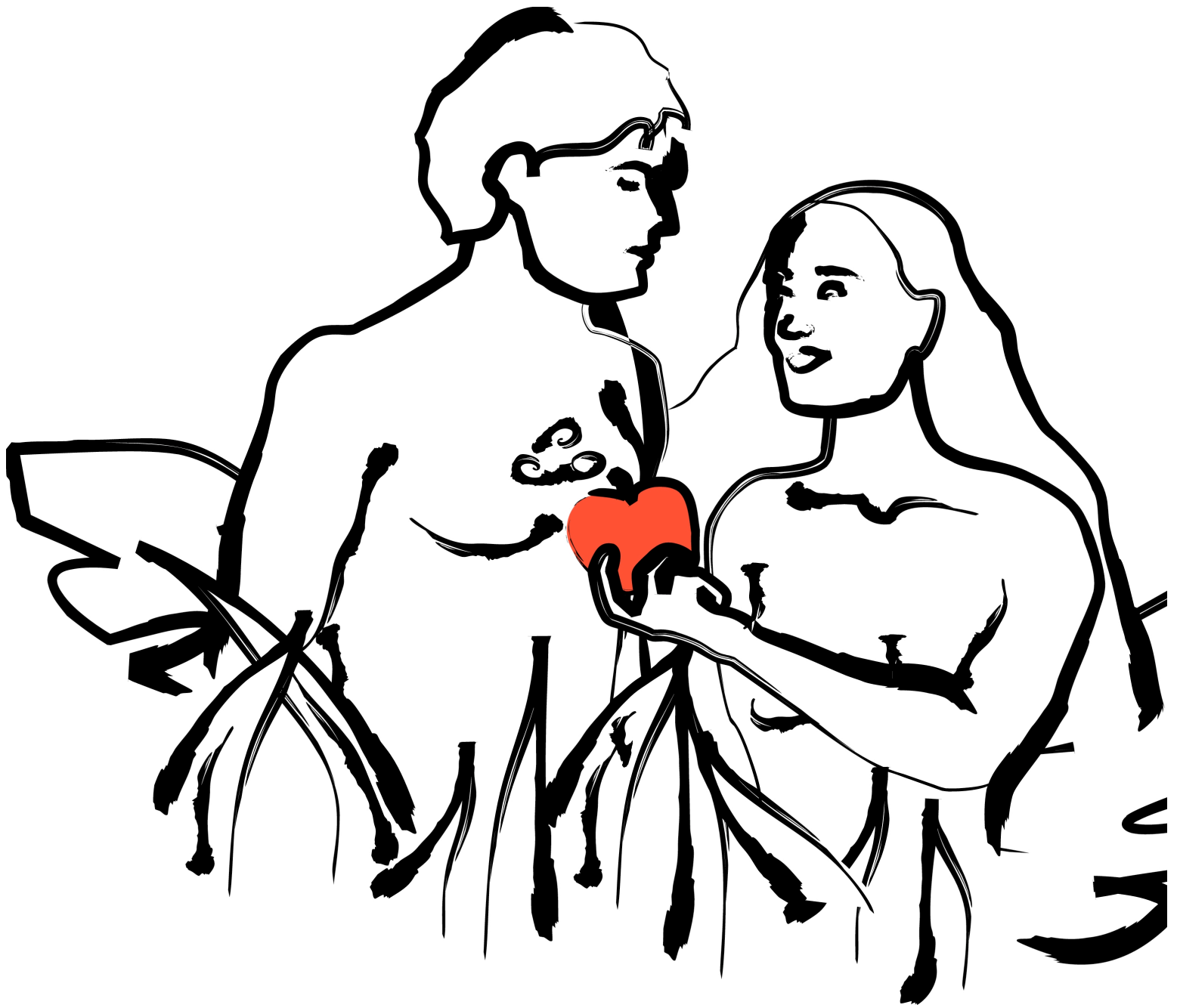
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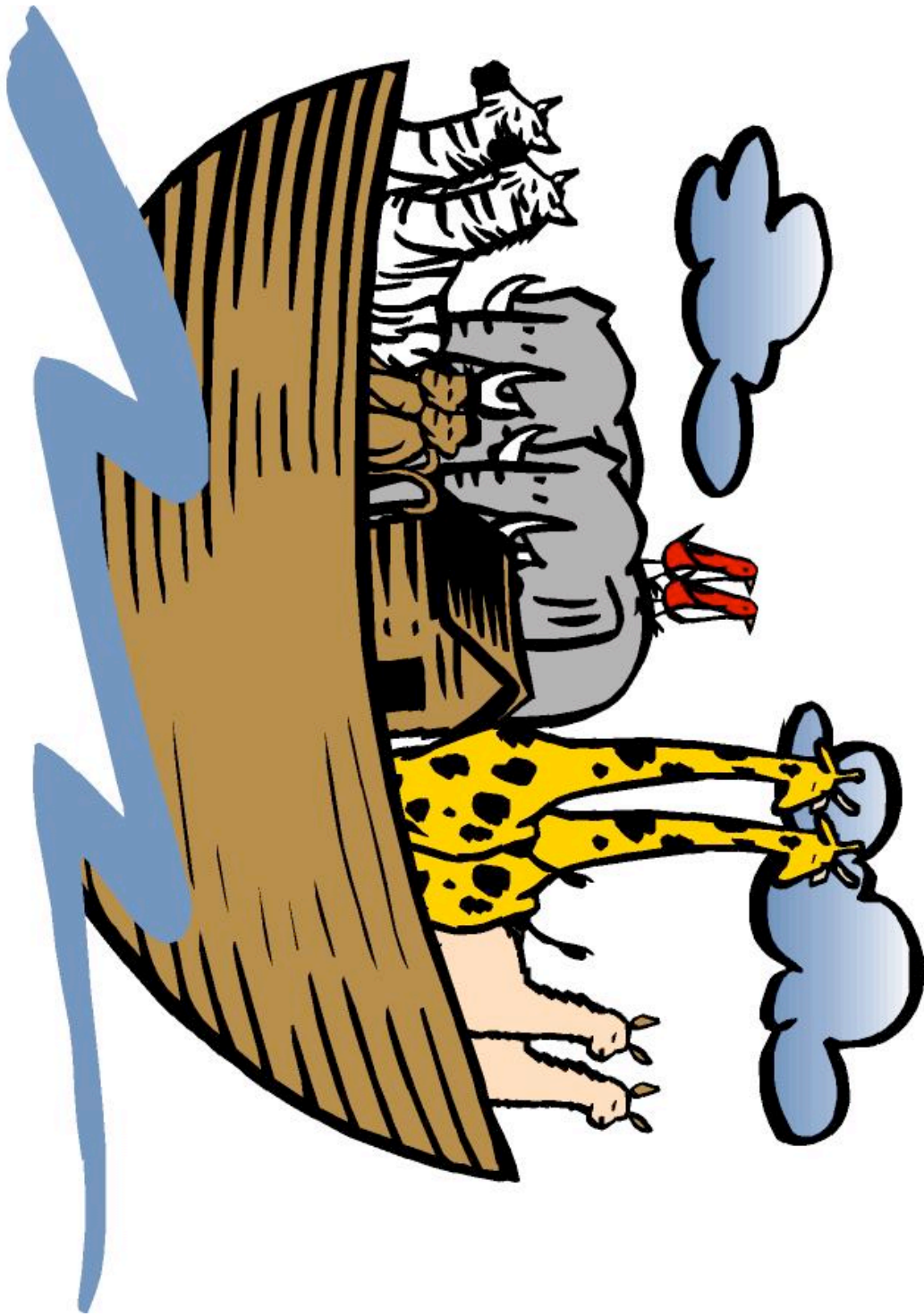
**Lesson Title: Covenant with Noah (Giao Ước với Noah)**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b>
	<b>Students will be able to:</b>	How do you plan to sequence your activities
	1) Explain the covenant between God and Noah. 2) Explain how Noah is the new Adam and why the covenant with Noah continues the covenant with Adam.	1. Tập Họp & Attendance (2) 2. Prayer (1) 3. Scripture (5) 4. New Material (5) 5. Group Activity (15) 6. Independent Work (5) 7. Closing (5) 8. Prayer (3) Total = 45 min
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	1. What is the covenant between God and Noah? <i>God promised that there would never be another flood that destroys the earth. God told Noah and his sons to be fruitful and multiply.</i>  <i>Thiên Chúa hứa với Noah rằng sẽ không hủy diệt loài người qua một cơn bão lụt.</i>  2. How is the covenant with Noah a continuation of the covenant with Adam? <i>God originally gave Adam dominion over all His creations but Adam committed originally sin and humans were doomed to death. The Great Flood destroyed the sinful world and established a new beginning. Noah's covenant with God was similar to the covenant with Adam.</i>  <i>Lúc đầu Thiên Chúa lập giao ước với Adam và cho ông ta làm chủ muôn tạo vật của Ngài, nhưng Adam phạm tội và loài người phải chết. Lụt Đại Hồng Thủy tiêu diệt thế giới tội lỗi và bắt đầu một cuộc sống mới. Giao ước với Noah cũng giống như giao ước với Adam.</i>	
<b>Key Points:</b> What three-five points will you emphasize in this lesson?		

	<ul style="list-style-type: none"> <li>• The story of Noah reveals a covenant between God and man. A show of faith and commitment is required on both sides. God recognizes Noah's faithfulness and promises to save Noah and his family. Noah shows his commitment to God through his obedience despite the trials he must go through.</li> <li>• The story of Noah also illustrates God's unchanging nature. He allows us the freedom to accept or reject His love. From the beginning, He is clear that He will lead the righteous to life and punish the wicked.</li> <li>• God gives Noah clear instructions in order to survive. Likewise, Jesus reveals the secrets to the Father. "I am the way and the truth and the life. No one comes to the Father except through me." (John 14:6)</li> <li>• As a sign of the covenant, God places a rainbow in the sky. The Eucharist is a reminder for us of God's promise. In communion, we nurture our relationship with God.</li> </ul>	
<b>LESSON CYCLE</b>	<p><b>Opening / Scripture:</b> ( 5 minutes)</p>	<p>Materials:</p>
	<p><b>Genesis 6-9</b></p> <p><i>Then God spoke to Noah and to his sons with him, saying, "Now behold, I Myself do establish My covenant with you, and with your descendants after you; and with every living creature that is with you, the birds, the cattle, and every beast of the earth with you; of all that comes out of the ark, even every beast of the earth. I establish My covenant with you; and all flesh shall never again be cut off by the water of the flood, neither shall there again be a flood to destroy the earth."</i></p> <p><i>God said, "This is the sign of the covenant which I am making between Me and you and every living creature that is with you, for all successive generations; I set My bow in the cloud, and it shall be for a sign of a covenant between Me and the earth."</i></p> <p><i>And God said to Noah, "This is the sign of the covenant which I have established between Me and all flesh that is on the earth."</i></p>	
	<p><b>Fact Finding:</b> (10 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
	<p>Discussion questions:</p> <ol style="list-style-type: none"> <li>1. What promise did God make to Noah? Why?</li> <li>2. Before Noah, who did God make a covenant with?</li> <li>3. How is the promise with Noah similar to the promise with Adam?</li> </ol>	

	<p><b>Group Activity (15 min):</b>          How will you clearly state and model behavioral expectations?          How will you ensure that all students have multiple opportunities to practice?          How will you monitor and correct student performance?</p>	
	<p><b>Old and New</b>          On one side of a card-stock sheet (11x17 recommended) print the image of Adam &amp; Eve. On the other side, print the image of Noah. Then cut the paper into jigsaw pieces. Make 1 puzzle for each team.</p> <p>The teams will work together to put the pieces together as a teamwork exercise.</p> <p><b>Discussion</b>          Ask students: how are Noah and Adam similar?          Explain: After Adam broke the covenant and after humans began to live sinfully, God create the Great Flood to clean the earth. After the flood, God wanted Noah “be fruitful and multiply” just like he did with Adam when Adam was first created. Humanity is given a new start and Noah was chosen as the person continue the covenant with God.</p>	
	<p><b>Independent Work (5min):</b>          How will you clearly state and model behavioral expectations?          In what ways will students attempt to demonstrate independent mastery of the objective?          How will you provide opportunities for extension?</p>	
	<p><b>Students will answer Assessment questions.</b></p>	
	<p><b>Closing (5min):</b>          How will students summarize what they learned? How will students be asked to state the significance of what they learned?          How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>REMEMBER</b></p>	<p><b>Homework:</b>          How will students practice what they learned?</p>	







**Lesson Title: The Meal of Melchizedek (Lễ Tế của Menkisêdê)**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b>
	<b>Students will be able to:</b>	How do you plan to sequence your activities
	<ol style="list-style-type: none"> <li>Recall the actions of Melchizedek</li> <li>Explain why Melchizedek is a pre-figuration of Christ</li> </ol>	<ol style="list-style-type: none"> <li>Tập Họp &amp; Attendance (2)</li> <li>Prayer (1)</li> <li>Scripture (5)</li> <li>New Material (10)</li> <li>Group Activity (15)</li> <li>Independent Work (5)</li> <li>Closing (5)</li> <li>Prayer (2)</li> </ol> <p>Total = 45 min</p>
	<b>Assessment:</b>	How will students show you they have mastered the objective?
	<ol style="list-style-type: none"> <li>Who was Melchizedek? <i>Melchizedek was a king and high priest during the time of Abram (Abraham).</i></li> <li>What did Melchizedek do when he met Abram? <i>Melchizedek offered him bread and wine, and then gave him a blessing.</i></li> <li>What was the significance of Melchizedek's actions? <i>Melchizedek did not offer a bloody sacrifice but gave bread and wine. His actions fit the pattern of a Eucharistic celebration: worshippers give their offerings and Jesus works through the priest gives his body and blood.</i></li> </ol>	
<b>Key Points:</b>	What three-five points will you emphasize in this lesson?	
	<ul style="list-style-type: none"> <li>In Genesis 14, the priest did not need to offer the bloody sacrifices.</li> <li>Melchizedek offered bread and wine to Abraham who had come and paid his tithes.</li> <li>By making a sacrifice of bread and wine instead of bloody animals, Melchizedek prefigures Christ.</li> <li>Christ is working through the human priest.</li> </ul>	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	<b>Materials:</b>
	<p><b>Genesis 14.17-20</b></p> <p><i>After his return from the defeat of Chedorlaomer and the kings who were with them, the king of Sodom went out to meet him at the Valley of Shaveh, (that is the King's Valley). And Melchizedek king</i></p>	Bible

<p><i>of Salem brought out bread and wine; he was priest of God Most High. And he blessed him and said,</i></p> <p><i>"Blessed be Abram by God Most High, maker of heaven and earth; and blessed be God Most High, who has delivered your enemies into your hand!"</i></p>	
<p><b>Fact Finding:</b> (5 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
<p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. How was Melchizedek’s offering different from other offerings in Genesis?</li> <li>2. How was Melchizedek’s offering <i>similar</i> to modern day liturgy?</li> </ol>	
<p><b>Group Activity:</b></p> <p>How will you clearly state and model behavioral expectations?  How will you ensure that all students have multiple opportunities to practice?  How will you monitor and correct student performance?</p>	
<p><b>The J-O-Y of Sacrifice skit</b></p> <ol style="list-style-type: none"> <li>1. Before reading, ask students to keep in mind how the sacrifice in the skit is related to the offerings of Melchizedek</li> <li>2. Read (or act) the J-O-Y of Sacrifice Skit (attached)</li> </ol> <p><b>Discussion / Explanation</b>  Melchizedek’s actions were radically different than other offerings in Genesis because he did offered bread and wine instead of an animal. His actions prefigures Christ acting through the priest to give Himself as a sacrifice.</p> <p>The characters in the skit discuss the meaning of sacrifice and concludes that it means giving an offering to God and giving ourselves as a living sacrifice.</p>	<p>Copies of J-O-Y of Sacrifice</p>
<p><b>Independent Work:</b></p> <p>How will you clearly state and model behavioral expectations?  In what ways will students attempt to demonstrate independent mastery of the objective?  How will you provide opportunities for extension?</p>	
<p><b>Students answer Practicing our Faith questions.</b></p>	
<p><b>Closing:</b></p> <p>How will students summarize what they learned? How will students be asked to</p>	

	<p><b>Closing:</b>          How will students summarize what they learned? How will students be asked to state the significance of what they learned?          How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<ol style="list-style-type: none"> <li>1. Review main points.</li> <li>2. Ask students to share why Melchizedek was so different from other figures in the Old Testament.</li> </ol>	
<b>INFORCEMENT</b>	<p><b>Homework:</b>          How will students practice what they learned?</p>	
	<p><b>Answer Faith at Home questions.</b></p>	

## **The J-O-Y of Sacrifice**

(Mark is about to walk out of the school building when Sofia runs up to him)

Mark: Hey Sofia! How's it going?

Sofia:

Hi Mark! I'm doing great! You look like you're in a hurry. Where are you going?

Mark: I'm going to meet Ali in a few minutes. We're going into town to help serve food to some poor families. Hey, do you want to come with us and help?!

Sofia: Food! I love food! Sure, I'll go to lunch with you guys. You're paying, right?!

Mark: No Sofia, you got it all wrong. Ali and I are going to SERVE the food ...we're not eating it!

Sofia: Oh.....well, then, I don't know....(interrupted by Ali)

(Ali enters the room)

Ali: Hey Mark! There you are! Oh, Hi Sofia! Are you ready to go Mark?

Mark: Yep, I'm ready.

Ali: Guess what Sofia? We're going to sacrifice some of our time and talents today to serve others in need! Do you want to go with us?

Sofia:

Mark was just telling me about it....

Ali: Awesome! And....

Sofia: Well, it doesn't sound like a lot of fun. Wouldn't you rather see a movie or something?

Ali: Sacrifice isn't about having fun...but it certainly can be fun! I love to serve others and give of myself.

Mark: Sacrifice means to honor God by offering yourself to Him. One way to honor God is to serve and help others in the name of Jesus. But it's not boring at all. I find joy in offering my time and energy for Jesus!

Ali: Yeah! Just think of the word "joy." J-O-Y, Joy! Jesus, Others, You! When you put Jesus first, then others, and think about yourself last, you have real happiness, true joy!

Sofia: Hmm never though about it that way...

Mark: So Sofia, what do you think? What are you willing to give to God? Are you willing show your love for Him by serving others?

Sofia: Well, I guess I could help out ...actually, I really do want to serve! So...yes...I'm definitely in! You can count on me!

Ali: Sacrifice is a matter of the heart. It shouldn't be something you have to do, but something you're willing to do for God! It sounds like you have the right attitude Sofia.

Mark: Today and everyday, we should be living sacrifices for God!

Sofia: So what are we waiting for? Let's go!

Ali and Mark: Okay! Let's go serve!

([kidssundayschool.com](http://kidssundayschool.com))

**Lesson Title: Covenant with Moses and the Israelites (Giao Ước với Moisen và dân**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities?
	Students will be able to:	1. Tập Họp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (5) 5. New Material (5) 6. Group Activity (15) 7. Independent Work (7) 8. Closing (5) 9. Prayer (3) Total (45 min)
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	1. What was God’s covenant with the Israelites?  <i>God promised the Israelites that if they obeyed his commandments, then they would be His kingdom.</i>  <i>Chúa hứa với dân Israel rằng nếu họ giữ lời Ngài, thì họ sẽ được làm đế quốc của Ngài.</i>	
	2. What did Moses feed the Israelites after leaving Egypt?  <i>The Israelites were fed by God (through Moses’ instructions) with Manna from heaven.</i>  <i>Thiên Chúa nuôi dân Israel trong sa mạc bằng manna.</i>	
3. How does Moses prefigure Jesus in the Last Supper?  <i>In the Last Supper, Jesus feeds his apostles with bread that is His own body and wine that is His own blood. These actions follow the same pattern as Moses feeding his people with manna from heaven.</i>  <i>Trong Bữa Tiệc Ly, Chúa Giêsu cho các tông đồ ăn bánh là Mình Thánh và uống rượu là Máu Thánh. Những hình ảnh này giống như việc Moisen nuôi dân Israel bằng bánh từ trời.</i>		
<b>Key Points:</b> What three-five key points will you emphasize in this lesson?		
	<ul style="list-style-type: none"> <li>• Through Moses, God established a new covenant with the Israelites.</li> <li>• Under Moses’ leadership, new laws were established that focused on the making sacrifices for God.</li> <li>• The Israelites built a tabernacle as a sanctuary for God to dwell among people.</li> <li>• Through his leadership of the Israelites in the new covenant, Moses prefigures Jesus.</li> </ul>	

<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	Materials:
	<p><b>Exodus 19:3-8</b>  <i>Then Moses went up to God; the Lord called to him from the mountain, saying, “thus you shall say to the house of Jacob, and tell the Israelites: You have seen what I did to the Egyptians, and how I bore you on eagles’ wings and brought you to myself. Now therefore, if you obey my voice and keep my covenant, you shall be my treasures possession out of all the peoples. Indeed, the whole earth is mine, but you shall be for me a priestly kingdom and a holy nation. These are the words that you shall speak to the Israelites.”</i>  <i>So Moses came, summoned the elders of the people, and set before them all these words that the Lord had commanded him. The people all answered as one: “Everything that the Lord has spoken we will do.” Moses reported the words of the people to the Lord.</i></p>	
	<p><b>Fact Finding:</b> ( 5 minutes)          How will you ensure that students actively take-in information?          How will you vary your approach to make information accessible to all students?          Which potential misunderstandings will you anticipate?</p>	
	<p><u>Remind students of how Moses fed the Israelites with Manna</u>          Israelites were struggling to find food in the desert.          God provided them with unleavened bread.</p> <p><u>Discussion</u>          What promise(s) did God make with the Israelites?          Why do you think God told Moses to use lamb’s blood over the doorway? Why not some other substance or animal?</p>	
	<p><b>Group Activity:</b> ( 13 minutes)          How will you clearly state and model behavioral expectations?          How will you ensure that all students have multiple opportunities to practice?          How will you monitor and correct student performance?</p>	Materials
	<p>Play the “Thanks for Food” Game</p> <p>Each team chooses a food item.          They take turns saying “Cám ơn Chúa cho con [their food item], ăn [their food item], con thèm [another team’s food]”.</p> <p>For example. “Cám ơn Chúa cho con pizza, ăn pizza con thèm bún riêu”. Then the team with “bún riêu” will continue the pattern.</p> <p>The team that messes up will have to sit down and the game continues until 2 teams remain.</p> <p><u>Explain</u>          No matter what food we eat, we will always be hungry again for something else.          Only when we receive the Eucharist can we be satisfied.</p>	
<b>Independent Work:</b> ( 7 minutes)		

	<p>How will you clearly state and model behavioral expectations?          In what ways will students attempt to demonstrate independent mastery of the objective?          How will you provide opportunities for extension?</p>	
	<p>Students answer the Practicing Our Faith questions</p>	
	<p><b>Closing:</b> ( 5 minutes)          How will students summarize what they learned? How will students be asked to state the significance of what they learned?          How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p><b>Review the main points</b></p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b> ( minutes)          How will students practice what they learned?</p>	
	<p>Faith Alive at Home questions</p>	





## **Thánh Kinh**

HT:		Ngành:	Nghĩa Sĩ	Time:		Date:	
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**Lesson Title: Pentecost – The Holy Spirit**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b>	<ul style="list-style-type: none"> <li>• Tap Hop (2) &amp; Attendance</li> <li>• Prayer (2)</li> <li>• Scripture(5)</li> <li>• New Material (5)</li> <li>• Group Activity (15)</li> <li>• Independent Work (5)</li> <li>• Closing (5)</li> <li>• Prayer(5)</li> </ul> <p>Total = 45</p>
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	<b>Students will answer the following questions:</b>	
	<ol style="list-style-type: none"> <li>1. What happened Pentecost? <i>On Pentecost, the apostles were in hiding and Holy Spirit descended on them.</i>  <i>Vào ngày ngũ tuần, Chúa Thánh Thần hiện xuống với các tông đồ.</i></li> <li>2. What effects did the Holy Spirit have on the apostles? <i>The Holy Spirit relieved the fears of the apostles and they became bold preachers of their Christian faith.</i>  <i>Sau khi Chúa Thánh Thần hiện xuống, các tông đồ không còn sợ hãi và họ vững mạnh trong việc truyền giáo.</i></li> <li>3. In your life, which Gift of the Holy Spirit should you pray for?</li> </ol>	
<b>Key Points:</b> What three-five points will you emphasize in this lesson?		
	<ul style="list-style-type: none"> <li>• The Holy Spirit is the Spirit of love and union between the Father and the Son. <i>Đức Chúa Thánh Thần là tình yêu và sự kết hợp của Đức Chúa Cha và Chúa Con.</i></li> <li>• The Holy Spirit re-unites the faith of the people with God. <i>Đức Chúa Thánh Thần kết hợp đức tin của loài người với Thiên Chúa.</i></li> <li>• Pentecost was a time of giving thanks to God for the harvest and recalling the covenant that God has made.</li> </ul>	

	<p><i>Lễ Ngũ Tuần là lúc tạ ơn Thiên Chúa và cũng là lúc tưởng nhớ giao ước của Chúa và loài người.</i></p> <ul style="list-style-type: none"> <li>The Holy Spirit gave His Gifts to the apostles and they became inspired to fearlessly preach the Good News. <i>Đức Chúa Thánh Thần ban On của Ngài cho các tông đồ và đánh động các ngài để mạnh dạng loan truyền Tin Mừng.</i></li> </ul>	
	<p><b>Opening / Scripture:</b> ( 5 minutes)</p>	<p>Materials:</p>
<p><b>LESSON CYCLE</b></p>	<p><b>1. The Promise of the Holy Spirit – Acts 1:6-8</b>  <i>“So when they [the disciples] had come together, they asked him [Jesus], “Lord, is this the time when you will restore the kingdom to Israel?” He replied, “It is not for you to know the times or periods that the Father has set by his own authority. But you will receive power when the Holy Spirit has come upon you; and you will be my witnesses in Jerusalem, in all Judea and Samaria, and to the ends of the earth.”</i></p> <p><b>2. The Coming of the Holy Spirit – Acts 2:2-4</b>  <i>When the day of Pentecost had come, they were all together in one place. And suddenly from heaven there came a sound like the rush of a violent wind, and it filled the entire house where they were sitting. Divided tongues, as of fire, appeared among them, and a tongue rested on each of them. All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.</i></p>	
	<p><b>Fact Finding:</b>(5 minutes )          How will you ensure that students take in information?          How will you vary your approach to make information accessible to all students?          Which potential misunderstanding will you anticipate?</p>	
	<p><u>Ask students to put themselves in the apostles place:</u>          How would they feel if their leader and teacher (Jesus) had gone to heaven?          Why do you think the apostles were gathered in one place?          What would be your reaction if flames descended on you?</p> <p>Explain to students the significance of Pentecost (key points).</p>	
	<p><b>Group Activity:</b> (15 minutes)          How will you clearly state and model behavioral expectations?          How will you ensure that all students have multiple opportunities to practice?          How will you monitor and correct student performance?</p>	
	<p><b>Agree or Disagree (On paper and in real life)</b></p> <ol style="list-style-type: none"> <li>Instruct students to answer agree or disagree to each of the statements in the “Case Study / Life Application” section. Remind them to answer truthfully (they are not being graded).</li> </ol>	<ul style="list-style-type: none"> <li></li> </ul>

**Agree or Disagree  
(On paper and in real life)**

1. Instruct students to answer agree or disagree to each of the statements in the “Case Study / Life Application” section. Remind them to answer truthfully (they are not being graded).
2. Instruct students to compare their answers with other students and discuss any differences. Remind them that the purpose is to hear each other’s viewpoints, *not* to persuade each other that you are right (and they are wrong).
3. Ask student volunteers to share answers with the class. There may not be enough time to share answers to all questions. It may be necessary to choose a few questions.  
Clarify the Catholic Church’s teachings on some of the more controversial topics (such as premarital sex).

Ask all students they answered differently on #8 (you should pray before eating) and #9 (you *do* pray before eating).

Explain to students that it may be easy to believe something in the comfort of your home or in TNNT, but it is difficult to follow your beliefs when you are living in the world. They are not alone. The apostles felt like them, too. They all believed Jesus and followed him, but they were lost and scared without him. Only with the Holy Spirit’s Gift can anyone fully live his or her faith.  
(It may be necessary to review the Seven Gifts before moving on to Independent Work).

**Independent Work:** (5 minutes)

How will you clearly state and model behavioral expectations?  
In what ways will students attempt to demonstrate independent mastery of the objective?  
How will you provide opportunities for extension?

**Students answer the “Where do you stand questions”**

**Closing:** (5 minutes)

How will students summarize what they learned? How will students be asked to state the significance of what they learned?  
How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?

**What will you do:**

Ask students to share some of their answers.  
Give each student a post-it note and instruct them to write:  
1. The Gift of the Holy Spirit they most need.  
2. Their Name (optional).

Collect the notes and pass them to different students. Instruct all students to pray for the person who wrote the note that he/she may receive the Gift that is needed.

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| <ol style="list-style-type: none"><li>1. Students complete the “Faith at Home” section</li><li>2. Students say a prayer each night for one Gift of the Holy Spirit.</li></ol> |  |
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Lesson Title: **St. Peter & Life of the Community**

PRE-PLANNING	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>Compare and contrast the actions of Peter as a follower of Jesus and a leader of the early Christian community</li> <li>Describe the early Christian community during Peter's leadership</li> <li>Identify ways to serve our current Christian community.</li> </ol>	<ol style="list-style-type: none"> <li>Tap Hop (2)</li> <li>Attendance (1)</li> <li>Prayer (1)</li> <li>Scripture (10)</li> <li>New Material (10)</li> <li>Group Activity (10)</li> <li>Independent Work (5)</li> <li>Closing (5)</li> <li>Prayer (3)</li> <li>Total = 45 mins</li> </ol>
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> <li>Describe the difference in Peter's demeanor and actions between his denial of Jesus and his mission in Jerusalem.  <i>On the night Jesus was captured, Peter was scared and demonstrated a lack of faith. In the early Christian community, Peter was the leader of the apostles and fulfilled his role as rock upon which Jesus builds His Church.</i>  <i>Trong đêm Chúa Giêsu bị nộp, Phêrô sợ hãi và chối Chúa. Trong lúc truyền giáo ở Giêrusalem, Phêrô là người lãnh đạo các tông đồ và hoàn thành sứ mệnh là viên đá mà Chúa Giêsu xây dựng Giáo Hội.</i></li> <li>Describe the early Christian community that Peter led? <i>The early community under Peter's leadership was a community of faith. Furthermore, members of the community lived in collaboration with one another. There was no distinction between rich and poor. Everyone contributed to the community and each member received good according to his or her need.</i>  <i>Cộng đồng của Phêrô là một cộng đồng của các tín hữu. Mọi người sống hòa đồng với nhau. Trong cộng đồng không có sự phân biệt giữa người giàu hay người nghèo. Mọi người cùng đóng góp và nhận lấy tùy theo nhu cầu của họ.</i></li> <li>What are some ways that you could contribute to your Christian community?</li> </ol>	

<p><i>Answers will vary. Students should demonstrate that (a) they have some time, talent, or treasure (no matter how small) to contribute, and (b) that they would not judge others who may not be as involved as they are.</i></p>	
<p><b>Key Points:</b> What three-five points will you emphasize in this lesson?</p>	
<ul style="list-style-type: none"> <li>• From the beginning, the position of Peter in the Church is “that of a rock on which its edifice is built.” <i>Từ lúc đầu, địa vị của Phêrô trong Giáo Hội là “nền đá để xây nhà”</i></li> <li>• Peter denied Jesus after the Last Supper, but later repented and became the leader of the early Christian community. <i>Phêrô chối Chúa Giêsu sau Bữa Tiệc Ly. Sau đó, Phêrô thống hối và trở thành vị lãnh đạo của cộng đoàn Kitô hữu.</i></li> <li>• The ideal Christian community is portrayed as open to the Holy Spirit. They share everything in common, including prayer, meals, and possessions <i>Cộng đoàn Kitô Hữu lý tưởng là một cộng đoàn mở rộng cho Chúa Thánh Thần. Họ cùng nhau tham gia trong những lời nguyện, buổi ăn, và chia sẻ những của cải.</i></li> </ul>	
<p><b>Opening / Scripture:</b> ( 10 minutes)</p>	<p>Materials:</p>
<p><b>1. St. Peter in Jerusalem – Acts 2:37-39</b>  <i>“As the people were listening to the teaching of Peter, they asked Peter and the other apostles,  ‘What are we to do, my brothers?’  “Peter said to [the people], ‘Repent and be baptized, everyone of you, in the name of Jesus Christ for the forgiveness of your sins; and you will receive the gift of the Holy Spirit. For the promise is made to you and to your children and to all those far off, whomever the Lord our God will call.’</i></p> <p><b>2. Cure of a Cripple Beggar - Acts 3:2-10</b>  <i>“A man crippled from birth was carried and placed at the gate of the temple called “the Beautiful Gate” every day to beg for alms for the people who entered the temple.  When he saw Peter and John about to go into the temple, he asked for alms. But Peter looked intently at him, as did John, and said, “Look at us.” He paid attention to them, expecting to receive something from them.  Peter said, ‘I have neither silver nor gold, but what I do have I give you: in the name of Jesus Christ the Nazorean, [rise and] walk.’ Then Peter took him by the right hand and raised him up, and immediately his feet and ankles grew strong. He leaped up, stood, and walked around and went into the temple with them, walking and jumping and praising God.  When all the people saw him walking and praising God, they recognized him as the one who used to sit begging at the Beautiful Gate of the temple, and they were filled with amazement and astonishment at what had happened to him.”</i></p>	

**LESSON CYCLE**

**1. St. Peter in Jerusalem – Acts 2:37-39**

*“As the people were listening to the teaching of Peter, they asked Peter and the other apostles,*

*‘What are we to do, my brothers?’*

*“Peter said to [the people], ‘Repent and be baptized, everyone of you, in the name of Jesus Christ for the forgiveness of your sins; and you will receive the gift of the Holy Spirit. For the promise is made to you and to your children and to all those far off, whomever the Lord our God will call.’*

**2. Cure of a Cripple Beggar - Acts 3:2-10**

*“A man crippled from birth was carried and placed at the gate of the temple called “the Beautiful Gate” every day to beg for alms for the people who entered the temple.*

*When he saw Peter and John about to go into the temple, he asked for alms. But Peter looked intently at him, as did John, and said, “Look at us.” He paid attention to them, expecting to receive something from them.*

*Peter said, ‘I have neither silver nor gold, but what I do have I give you: in the name of Jesus Christ the Nazorean, [rise and] walk.’ Then Peter took him by the right hand and raised him up, and immediately his feet and ankles grew strong. He leaped up, stood, and walked around and went into the temple with them, walking and jumping and praising God.*

*When all the people saw him walking and praising God, they recognized him as the one who used to sit begging at the Beautiful Gate of the temple, and they were filled with amazement and astonishment at what had happened to him.”*

**3. Life of the Community - Acts 4:32,34**

*The community of believers was of one heart and mind, and no one claimed that any of his possessions was his own, but they had everything in common...*

*There was no needy person among them, for those who owned property or houses would sell them, bring the proceeds of the sale, and put them at the feet of the apostles, and they were distributed to each according to need.”*

**Fact Finding:** (10 minutes )

How will you ensure that students take in information?

How will you vary your approach to make information accessible to all students?

Which potential misunderstanding will you anticipate?

Ask students to describe the characteristics demonstrated by Peter in the first 2 readings.

Ask students what they think of the community in the third reading.

Explain to students that they community in the third reading was under Peter’s leadership.

Remind students about the background of Peter (Jesus choosing him as the “rock”) and his denial of Jesus on the night He was captured.

**Group Activity:** (10 minutes )

How will you clearly state and model behavioral expectations?

How will you ensure that all students have multiple opportunities to practice?



	Ask students to volunteer and share ways that they can participate and contribute to their community.	
<b>REINFORCE MENT</b>	<b>Homework:</b> How will students practice what they learned?	
	Faith at Home questions.	

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Lesson Title: **The Biography & Conversion of St. Paul**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b>	
	<ol style="list-style-type: none"> <li>Recall important events in the life of Saul and Paul</li> <li>Contrast the actions of Saul vs. Paul</li> <li>Identify areas in our own lives where we may need a 'conversion experience'</li> </ol>	<ol style="list-style-type: none"> <li>Tập Hợp (2)</li> <li>Attendance (1)</li> <li>Prayer (2)</li> <li>Scripture (10)</li> <li>New Material (10)</li> <li>Group Activity (15)</li> <li>Independent Work (5)</li> <li>Closing (5)</li> <li>Prayer (1)</li> </ol> <p><b>Total = 50 mins</b></p>
	<b>Assessment:</b>	
	How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> <li>Who were Saul and Paul? <i>Saul and Paul were the same person. Saul was a person who persecuted Christians. After Jesus appear to him, Saul became a believer in the Christian faith. He changed his name to Paul and spent his time as a missionary and leader of Christian communities.</i>  <i>Saul và Paul cùng một người nhưng khác tên. Saul bắt bớ những người Kitô hữu. Sau hi Chúa Giêsu hiện ra với ông ta, Saul trở thành một Kitô hữu. Ông ta đổi tên Paul và dùng hết những thì giờ để loan truyền và hướng dẫn những cộng đồng Kitô hữu.</i></li> <li>What are some areas in your own life where you need a 'conversion' similar to Saul's conversion after seeing Jesus?</li> </ol>	
<b>Key Points:</b>		
What three-five points will you emphasize in this lesson?		
<ul style="list-style-type: none"> <li>Saul, a Pharisee, persecuted believers of Jesus Christ; tried to stop the spread of Christianity. <i>Saul là một người đã bắt bớ những người tin Chúa Giêsu Kitô; và cố ý chống đối Kitô giáo.</i></li> <li>Saul – would later become known as the apostle Paul <i>Sau khi thấy Chúa Giêsu trên đường đi Damas, Saul trở thành Phaolô.</i></li> </ul>		

	<ul style="list-style-type: none"> <li>• God changed Paul to work for the Kingdom of God <i>Chúa biến đổi Phaolô để làm việc cho Nước Trời.</i></li> </ul>	
<b>LESSON CYCLE</b>	<p><b>Opening / Scripture:</b> ( 10 minutes)</p>	<p>Materials:</p>
	<p><b>1. The Life of Saul – Acts 22: 3-4</b></p> <p><i>I am a Jew, born in Tarsus in Cilicia, but brought up in this city. At the feet of Gamaliel I was educated strictly in our ancestral law and was zealous for God, just as all of you are today. I persecuted this Way to death, binding both men and women and delivering them to prison.</i></p> <p><b>2. The Life of Paul – Acts 26: 4-6</b></p> <p><i>All the Jews know my way of life from my youth, a life spent from the beginning among my people and in Jerusalem, all [the] Jews know. They have known about me from the start, if they are willing to testify, that I have lived my life as a Pharisee, the strictest party of our religion. But now I am standing trial because of my hope in the promise made by God to our ancestors.</i></p> <p><b>3. Saul’s First Conversion Account - Acts 9: 3-9</b></p> <p><i>On his journey, as he was nearing Damascus, a light from the sky suddenly flashed around him. He fell to the ground and heard a voice saying to him, “Saul, Saul, why are you persecuting me?” He said, “Who are you, sir?” The reply came, “I am Jesus, whom you are persecuting. Now get up and go into the city and you will be told what you must do.”</i></p> <p><i>The men who were traveling with him stood speechless, for they heard the voice but could see no one. Saul got up from the ground, but when he opened his eyes he could see nothing; so they let him by the hand and brought him to Damascus. For three days he was unable to see, and he neither ate nor drank.</i></p> <p><b>4. Paul – Acts 9:15-22</b></p> <p><i>But the Lord said to him, “Go, for he is a chosen instrument of Mine, to bear My name before the Gentiles and kings and the sons of Israel; for I will show him how much he must suffer for My name’s sake.” So Ananias departed and entered the house, and after laying his hands on him said, “Brother Saul, the Lord Jesus, who appeared to you on the road by which you were coming, has sent me so that you may regain your sight and be filled with the Holy Spirit.” And immediately there fell from his eyes something like scales, and he regained his sight, and he got up and was baptized; and he took food and was strengthened.</i></p> <p><i>Now for several days he was with the disciples who were at Damascus, and immediately he began to proclaim Jesus in the synagogues, saying, “He is the Son of God.” All those hearing him continued to be amazed, and were</i></p>	

<p>saying, “Is this not he who in Jerusalem destroyed those who called on this name, and who had come here for the purpose of bringing them bound before the chief priests?” But Saul kept increasing in strength and confounding the Jews who lived at Damascus by proving that this Jesus is the Christ.</p>	
<p><b>Fact Finding:</b> (10 minutes )  How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
<p><b>Blinded Skit (attached)</b></p> <p>Discuss with students:  Why do you think Saul changed his name? What was the significance of his name change?  Why do you think God chose someone like Saul to become a great missionary?</p> <p><u>Explanation of Blinded Skit</u>  (from kidssundayschool.com)</p> <p>God made Saul blind to get a point across. The point is that God might allow bad things to happen to us so we will realize that we need to take a closer look at what we are doing. Maybe we are doing something wrong, or maybe we are not seeking God like we should be. But remember, as in this lesson, God allowed Saul to have his sight back when He sent Ananias to him.</p> <p>God can speak to us in many ways. We need to be ready to hear what God says all the time. He wanted Saul to change his life completely, because He had a huge plan for his life. That plan included preaching about Jesus and using his own life as an example to show others how God can and will forgive us when we are willing to follow Him.</p>	
<p><b>Group Activity:</b> (15 minutes )  How will you clearly state and model behavioral expectations?  How will you ensure that all students have multiple opportunities to practice?  How will you monitor and correct student performance?</p>	
<p><b>Drawing Blind</b></p> <p>Divide students into teams. Each team selects one person to be the artist. The artist is blindfolded. The remaining team members will be given an image and will give instructions to the blind artist to draw the image. Do this for two of the pictures. For the 3<sup>rd</sup> and 4<sup>th</sup> images, the artist is still blindfolded, but allow the one of the other team members to hold his/her hand and draw the image.</p> <p>Ask students to compare images and see which turned out better.</p> <p>Explain:</p>	<p>Images (attached)</p>

<p><b>Drawing Blind</b>  Divide students into teams. Each team selects one person to be the artist. The artist is blindfolded. The remaining team members will be given an image and will give instructions to the blind artist to draw the image. Do this for two of the pictures. For the 3<sup>rd</sup> and 4<sup>th</sup> images, the artist is still blindfolded, but allow the one of the other team members to hold his/her hand and draw the image.</p> <p>Ask students to compare images and see which turned out better.</p> <p>Explain:  None of us really knows what God has planned for us. We are walking blind and hoping that we stumble onto something. We are able to release control and let God’s hand guide us, we will be able to create a beautiful picture.</p> <p>Saul was wandering aimlessly, harassing and persecuting others. After Jesus appeared and converted him, Paul accepted what God wanted him to do and (only then) did he live his true calling.</p> <p>We all need to ask ourselves: how are we like Saul? Is there something that (we think) God wants us to do that we refuse to accept? Are there areas of our lives (at school, work, etc) where we need to convert and follow God like Paul did?</p>	<p>Images (attached)</p>
<p><b>Independent Work:</b> (5 minutes )  How will you clearly state and model behavioral expectations?  In what ways will students attempt to demonstrate independent mastery of the objective?  How will you provide opportunities for extension?</p>	
<p><b>Students answer the “Where Do You Stand” questions</b></p>	
<p><b>Closing:</b> (5 minutes )  How will students summarize what they learned? How will students be asked to state the significance of what they learned?  How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	

## **Blinded Skit**

(from kidssundayschool.com)

(Saul and the two men walk around the room several times while speaking.)

Man 1:

Damascus is only a few more miles ahead.

Saul:

Yes, we should find many of those Jesus followers there, ripe for the picking.

Man 2:

What are we going to do with them?

Saul:

(Laughing) Prison is the only place for them! Let's keep walking.

(Saul and the two men walk around a few more times. Jesus comes up to them wrapped in a white sheet. When Saul sees the light of Jesus, he falls to the ground and covers his eyes.)

Jesus:

Saul, why are you persecuting me?

Saul:

Who are you, Lord?

Jesus:

I am Jesus, the one who you are persecuting. Now get up and go into the city and you will be told what to do.

(Jesus walks away and the men place a blindfold over Saul's eyes. Then Saul struggles to stand up.)

Man 1:

What was that?

Man 2:

I have no idea. Strange, I heard a voice, but didn't see anyone.

Saul:

(Frantic) I can't see anything, I'm blind! Please help me!

Man 1 and 2:

(Grabbing Saul by each arm to steady him.) Here, let us help you.

(The two men take Saul by the arms and lead him to the other side of the room. Then they help Saul to his knees and they all begin praying.)

Ananias:

(Walking into the room, with eyes towards heaven.) Yes Lord? You want me to find Saul, and place my hands on him? Isn't he the one causing so much harm to your people? Yes Lord, because you have chosen Saul, I will go to him.

(Ananias walks over to Saul and puts his hands on his shoulders.)

Saul:

Who is that?

Ananias:

I am Ananias. The Lord has sent me so that you may see again and so you will be filled with the Holy Spirit.

Saul:

(Removing the blindfold and blinking eyes fast) Yes, I can see again!

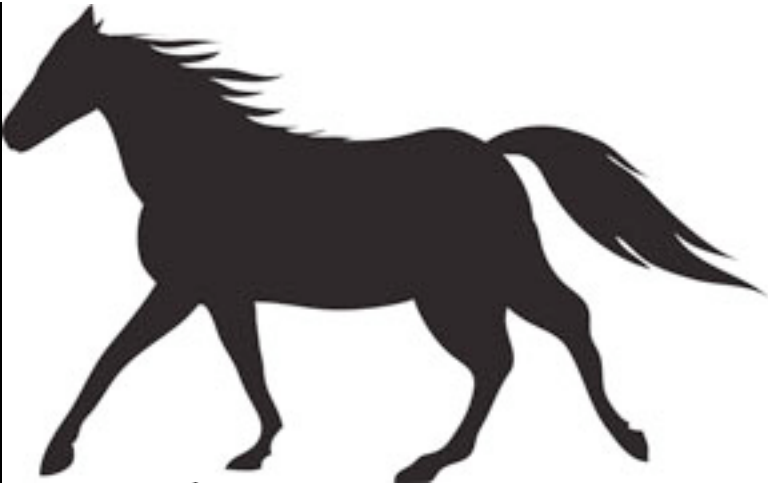
Ananias:

After you are baptized, you should get something to eat to regain your strength. The Lord has much work for you to do.

Saul:

I was so wrong before, but the Lord forgives me for all I did. Now I am ready to serve Him.

St Paul Images





HT:		Nganh:	Nghĩa Sĩ	Time:		Date:	
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**Lesson Title: Temptation**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain the context and main ideas in <i>Romans 7:14-25</i></li> <li>2. Recognize the sources of temptation in their own lives</li> <li>3. Identify specific ways to focus on God and avoid sins when they are tempted</li> </ol>	<ol style="list-style-type: none"> <li>1. Tap Hop (1)</li> <li>2. Attendance (1)</li> <li>3. Prayer (1)</li> <li>4. Scripture (5)</li> <li>5. New Material (10)</li> <li>6. Group Activity (20)</li> <li>7. Independent Work (5)</li> <li>8. Closing (5)</li> <li>9. Prayer (2)</li> </ol> <p>Total = 50 min</p>
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> <li>1. Why was St. Paul writing to the Romans? What did he teach them about sins? <i>St. Paul was writing to the Romans to respond to the teachings of false preachers. He shared his own struggles with sin and remind people that the desire to sin is a part of human nature. Faith alone is not enough for salvation. People need to fight temptations and live a virtuous life.</i>  <i>Thánh Phaolô viết thư cho tín hữu Roma để sửa đổi những giảng dạy sai lầm. Ngài chia sẻ những khó khăn của Ngài với tội lỗi và nhắc nhở rằng sự cảm dỗ thuộc về bản chất của loài người. Mọi người cần có đức tin, nhưng cũng cần chống đối những cảm dỗ và sống một cuộc đời nhân đức.</i></li> <li>2. What are some sources of temptation in your life?</li> <li>3. What are some ways that you can avoid sins when tempted?</li> </ol>	
<b>Key Points:</b> What three-five points will you emphasize in this lesson?		

	<ul style="list-style-type: none"> <li>To find salvation, we need to follow the teachings of Jesus (and St. Paul) to live a virtuous life and conquer our temptations. <i>Để được cứu rỗi, chúng ta cần sống theo những giảng dạy của Chúa Giêsu (và Thánh Phaolô). Chúng ta cần sống một cuộc đời thánh thiện.</i></li> <li>We are not perfect. There are always temptations/inner conflicts in us. <i>Không ai hoàn hảo. Chúng ta sẽ luôn luôn có những cám dỗ.</i></li> <li>In the face of temptation/sin, we should remain focused on God to seek help from Him. <i>Khi bị cám dỗ, chúng ta cần xin Chúa giúp đỡ chúng ta.</i></li> </ul>	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	<b>Materials:</b>
	<p><b>The Inner Conflict--Romans 7:14-25</b></p> <p><i>“We know that the law is spiritual; but I am unspiritual, sold as a slave to sin. I do not understand what I do. For what I want to do I do not do, but what I hate I do. And if I do what I do not want to do, I agree that the law is good. As it is, it is no longer I myself who do it, but it is sin living in me. I know that nothing good lives in me, that is, in my sinful nature. For, I have the desire to do what is good, but I cannot carry it out. For what I do is not the good I want to do; no, the evil I do not want to do—this I keep on doing. Now if I do what I do not want to do, it is no longer I who do it, but it is sin living in me that does it.</i></p> <p><i>So I find this law at work: When I want to do good, evil is right there with me. For in my inner being I delight in God's law; but I see another law at work in the members of my body, waging war against the law of my mind and making me a prisoner of the law of sin at work within my members. What a wretched man I am! Who will rescue me from this body of death? Thanks be to God—through Jesus Christ our Lord!</i></p> <p><i>So then, I myself in my mind am a slave to God's law, but in the sinful nature a slave to the law of sin.”</i></p>	
	<p><b>Fact Finding:</b> (10 minutes )</p> <p>How will you ensure that students take in information? How will you vary your approach to make information accessible to all students? Which potential misunderstanding will you anticipate?</p>	
	<p>Who: St Paul was writing to the Romans Why: He wanted to share his own struggles with sin and encourage the Romans to fight their temptations.</p>	<p>Dry Erase markers Dry Erase board</p> <p>Or</p> <p>Chalk Chalkboard</p>
<p><b>Group Activity:</b> (10 min)</p> <p>How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>		

	<p><b>Stand Up to Sin</b></p> <ol style="list-style-type: none"> <li>1. Ask a student to volunteer to sit in a chair with his feet flat on the ground. Ask him to stand up without moving his feet (he will be able to do it without problems). Now tell him that you can prevent him from standing up with just one finger. Ask the class if they believe you. (Find a student who does not believe and ask him to sit in the chair).</li> <li>2. When he tries to stand up, place your index finger on his forehead and push his head back into the chair. Remind him that he cannot move his feet. He should not be able to stand. (The physics of standing up requires us to shift our feet or shift the weight on our upper bodies).</li> <li>3. Have the students pair up and try the same. Try to pair students of different physical strengths – stressing that brute strength does not really matter.</li> </ol> <p><b>Explanation</b></p> <p>St. Paul states that he desires to do good, but evil is often with him and he cannot do the good that he wants. Our temptations are like the devil with his finger on our foreheads. Because of our weak natures (due to original sin) we cannot always successfully fight our temptations. Our spirit may be willing, but often our bodies are unable. To fight temptations, we need to rely on God, pray often, and develop good spiritual habits.</p>	Chair(s)
		<p><b>Independent Work: (5min)</b></p> <p>How will you clearly state and model behavioral expectations?            In what ways will students attempt to demonstrate independent mastery of the objective?            How will you provide opportunities for extension?</p>
	<p>Students read the Case Study and answer the “Where Do You Stand” questions.</p>	
	<p><b>Closing: (5 min)</b></p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned?            How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p>Ask students to share some of the ideas they have for fighting temptations</p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b></p> <p>How will students practice what they learned?</p>	

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**Lesson Title: Personal Discipline**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities?
	<b>Students will be able to:</b>  1. Explain the context and main ideas in <i>Cor 3:16-20</i> 2. Explain why their bodies are temples of Christ 3. Identify one negative habit to stop and one good habit to develop.	1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (5) 5. New Material (5) 6. Group Activity (10) 7. Independent Work (10) 8. Closing (5) 9. Prayer (3) Total (45 min)
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	1. What was St. Paul’s message to the Corinthians? <i>We are made in God’s image and we are temples of the Holy Spirit, We need to keep ourselves healthy and clean (spiritually) by avoid sins.</i>  <i>Chúng ta được tạo dựng trong hình ảnh Thiên Chúa và chúng ta là đền thờ của Chúa Thánh Thần. Chúng ta cần giữ linh hồn chúng ta trong sạch và tránh xa tội lỗi.</i>  2. How can we keep our ‘temples’ holy in the face of temptations? <i>Temptations are all around us and bad habits are easy to develop. We need to fight our bad habits by slowly developing new habits.</i>  <i>Những cám dỗ luôn bao quanh chúng ta và chúng ta rất dễ lập những tật xấu rất. Chúng ta cần bỏ những tật xấu bằng cách đào tạo những thói quen tốt.</i>  3. What is one bad habit that you can give up? And one good habit that you can develop?	
	<b>Key Points:</b> What three-five key points will you emphasize in this lesson?	
	<ul style="list-style-type: none"> <li>• Keep your body holy because it is the temple of Christ.</li> <li>• Discipline yourself so that you don’t commit any acts that are sinful.</li> <li>• We can fight the bad habits in our lives by forming new, healthy habits.</li> <li>• Remember to go to your local priest for confession so that you can receive blessings from God that will help you fight temptation in your life.</li> </ul>	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	<b>Materials:</b>
	<b>You are God’s temple---1 Corinthians 3: 16-20</b> <i>“Do you not know that you are God’s temple and that God’s Spirit dwells in you? If anyone destroys God’s temple, God will destroy that person. In fact, God’s temple is holy and you are that temple. Do not deceive yourselves. If you</i>	

<p><i>think that you are wise in this age, you should become fools so that you may become wise. For the wisdom of this world is foolishness with God. For it is written. "He catches the wise in their craftiness, and again the Lord knows the thoughts of the wise that they are futile."</i></p>	
<p><b>Fact Finding:</b> ( 5 minutes)  How will you ensure that students actively take-in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstandings will you anticipate?</p>	
<p>Ask students these questions and tell them to re-read the passage if needed.</p> <ol style="list-style-type: none"> <li>1. What is St. Paul talking about when he writes "temple"?</li> <li>2. How can we keep ourselves as temples?</li> </ol> <p>Explain and discuss answers with students</p>	
<p><b>Group Activity:</b> ( 10 minutes)  How will you clearly state and model behavioral expectations?  How will you ensure that all students have multiple opportunities to practice?  How will you monitor and correct student performance?</p>	
<p><b>Overview:</b>  <b>Use a list of notable quotes about habits. Remove a key word and ask students to fill in the blank. The HT should paste these statements onto a PowerPoint file and use the animation feature to reveal the correct answer.</b></p> <ol style="list-style-type: none"> <li>1. Right discipline consists, not in external compulsion, but in the habits of <b>mind</b>, which lead spontaneously to desirable rather than undesirable activities.</li> <li>2. Good habits formed at <b>youth</b> make all the difference.</li> <li>3. It is easier to prevent bad habits than to <b>break</b> them.</li> <li>4. An unfortunate thing about this <b>world</b> is that the good habits are much easier to give up than the bad ones.</li> <li>5. Not managing your time and making excuses are two bad habits. Don't put them both together by claiming you "<b>don't have the time</b>".</li> <li>6. It seems, in fact, as though the second <b>half</b> of a man's life is made up of nothing, but the habits he has accumulated during the first <b>half</b>.</li> <li>7. We first make our <b>habits</b>, and then our <b>habits</b> make us.</li> <li>8. Successful <b>people</b> are simply those with successful habits.</li> <li>9. Motivation is what gets you started. <b>Habit</b> is what keeps you going.</li> <li>10. A <b>nail</b> is driven out by another <b>nail</b>; habit is overcome by habit.</li> <li>11. Habits are where our lives and careers and <b>bodies</b> are made.</li> </ol>	

	<p><b>Summary</b> To stay holy and temples for the Holy Spirit, we need to develop good habits for ourselves. There is no special secret for being successful; we need to be careful in what we think and how we act. Habits come from repeating the same task every day. Bad habits are easy to form and difficult to break, but we can do so by establishing new, good habits.</p>	
	<p><b>Independent Work:</b> ( 7 minutes) How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?</p>	
	<p>Students read the Case Study and answer “Where Do You Stand” questions.</p>	
	<p><b>Closing:</b> ( 5 minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p>Ask students to share some of the new habits that they want to form. Try to establish a common habit that everyone can do together. Some examples:  Pray the Rosary once each week (over the phone with each other). Dang Dem together. Arrive to mass 10 minutes early and pray one decade of the rosary with a specific intention. Read a passage from a spiritual book (such as Imitation of Christ) each day.</p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b> ( minutes) How will students practice what they learned?</p>	
	<p>Practice your new habit</p>	



# Phong Trào

Lesson Title: **TNTT's Natural Teaching Methods**

PRE-PLANNING	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities?
	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify TNTT's Natural Teaching Methods</li> <li>2. Explain why the Natural Teaching Methods are derived from Sacred Scripture</li> <li>3. Give examples of how the Natural Teaching Methods are derived from Sacred Scripture</li> </ol>	<ol style="list-style-type: none"> <li>1. Tập Hợp (2)</li> <li>2. <b>New Material</b> (10)</li> <li>3. <b>Group Activity</b> (10)</li> <li>4. <b>Independent Work</b> (5)</li> <li>5. <b>Closing</b> (3)</li> </ol> <p><b>Total (30 min)</b></p>
	<b>Assessment:</b>	
	How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> <li>1. What are TNTT's Natural Teaching Methods? <i>Methods that develop human characteristics and skills, such as teamwork and public speaking.</i>  <i>Những phương pháp đào tạo khả năng hay kỹ thuật như làm việc trong đội và phát biểu trước đám đông.</i></li> <li>2. From where are the Natural Methods derived? <i>The natural methods are lively activities that enhance lessons. All inspirations for games and activities come from Sacred Scripture. In many cases, a common game may be adapted so that it reinforces a lesson or theme from the Bible.</i>  <i>Những phương pháp siêu nhiên làm cho những bài học sống động hơn. Tất cả những trò chơi hay sinh hoạt của TNTT đều bắt nguồn từ Kinh Thánh. Nhiều lúc, một trò chơi được biến đổi để giúp các em nhớ một bài học hay chân lý trong Thánh Kinh.</i></li> <li>3. Give 3 examples of Natural Teaching Methods. <i>Games, cheers, group building activities, camping events, skits, songs, morse, semaphore, knot-tying</i>  <i>Trò chơi, băng reo, cắm trại, ca hát, morse, semaphore, nút dây.</i></li> </ol>	
<b>Key Points:</b>		
What three-five key points will you emphasize in this lesson?		
<ul style="list-style-type: none"> <li>• TNTT seeks not only to help members be Good Christians, but also productive members of society.</li> <li>• Natural Methods help accomplish this goal by providing an a background for members to work together and learn from one another.</li> <li>• Natural methods help develop human characteristics but their main purpose is to reinforce a Biblical or moral lesson.</li> </ul>		



<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( ___ minutes)	<b>Materials:</b>
	Not needed for this lesson	
	<b>Fact Finding:</b> ( _ 10 _ minutes) How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?	
	Students take notes and brainstorm all activities that are done in TNTT. Then ask students to separate them into categories (let the students choose their own).  Explain to students that all TNTT activities fall into 2 categories: Natural or Spiritual. Today, the focus is understanding the natural methods.	Butcher paper, poster boards Markers,
	<b>Group Activity:</b> ( _ 10 _ minutes) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?	
	Play different games from Ấu Nhi, Thiếu Nhi, Nghĩa Sĩ such as “God says” (Simon says) and “Follow the leader”. Ask the students to identify the source of the game (usually learned in school or on the playground). Ask them why we have modified the game? Ask them do we need to modify the game?  Explain to students that TNTT wants to develop its members human characteristics (such as teamwork, or listening skills), but the inspiration still comes from Sacred Scripture.	
	<b>Independent Work:</b> ( _ 5 _ minutes) How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?	
	Students work quietly to answer Homework Questions.	
	<b>Closing:</b> ( _ 3 _ minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?	
	Review key points	
<b>Homework:</b> ( ___ minutes) How will students practice what they learned?		

**OR  
CE**

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**Lesson Title: TNTT Spiritual Methods**

PRE-PLANNING	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b> <ol style="list-style-type: none"> <li>Identify TNTT's Spiritual Teaching Methods</li> <li>Explain why the Spiritual Teaching Methods are derived from The Blessed Sacrament</li> <li>Give examples of how the Spiritual Teaching Methods are derived from The Blessed Sacrament</li> </ol>	<ol style="list-style-type: none"> <li>Tập Họp (2)</li> <li>Attendance (1)</li> <li>Prayer (2)</li> <li>Scripture (3)</li> <li>New Material (10)</li> <li>Group Activity (15)</li> <li>Closing (10)</li> <li>Prayer (2)</li> </ol> <p>Total = 45</p>
	<b>Assessment:</b>	
	How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> <li>What are TNTT's Spiritual Methods? <i>Methods that help TNTT's members form a closer relationship with God, especially with Jesus' Real Presence in the Eucharist.</i></li> </ol> <p><i>Những phương pháp giúp các thành viên có sự liên hệ chặt chẽ với Thiên Chúa, đặc biệt với Chúa Giêsu trong Bí Tích Thánh Thể.</i></p> <ol style="list-style-type: none"> <li>Where are the Spiritual Methods derived from? <i>All Spiritual Methods are inspired by the Blessed Sacrament. The purpose of the spiritual methods is help members form a close union with God. The most special teaching method that TNTT has to offer is Living the Eucharistic Day, because it helps develop strong spiritual habits centered on Christ.</i></li> </ol> <p><i>Những phương pháp siêu nhiên bắt nguồn từ Bí Tích Thánh Thể. Mục đích của những phương pháp siêu nhiên là để giúp các thành viên của Phong trào là Sống Ngày Thánh Thể, vì phương pháp này đào tạo những thói quen tâm linh với Chúa Kitô là trung tâm điểm.</i></p> <ol style="list-style-type: none"> <li>Give examples of Spiritual Methods. <i>Eucharistic Adoration / Benediction, Living the Eucharistic Day, receiving communion, the holy bouquet.</i></li> </ol> <p><i>Viếng Thánh Thể / Châu Thánh Thể, Sống Ngày Thánh Thể, rước lễ, bó hoa thiêng.</i></p>	
	<b>Key Points:</b>	
What three-five points will you emphasize in this lesson?		
<ul style="list-style-type: none"> <li>The Eucharist is the center of TNTT life.</li> <li>Spiritual Methods help us keep us close to Jesus through the Blessed Sacrament.</li> <li>Living the Eucharistic Day is the best method that TNTT has to offer.</li> </ul>		

<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b>	Materials:
	n/a	
	<b>Fact Finding:</b> (10 minutes ) How will you ensure that students take in information? How will you vary your approach to make information accessible to all students? Which potential misunderstanding will you anticipate?	
	Students brainstorm different spiritual methods, and take notes on (1) what they are and (2) how they can benefit us if we practice them.	
	<b>Group Activity:</b> (10 minutes) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?	
	Practice Living the Eucharistic Day. (1) Ask students act out potential scenarios where they may skip Morning Prayer: (running late, sleepy, etc). Then brainstorm suggestions for improvement (close your eyes when you're in the car and pray on the way to school, do quick exercises – such as jumping jacks – to help you wake up, then prayer) (2) Repeat #1 for Spiritual Communion, and Night Prayer.	
	<b>Closing:</b> (5 minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?	
<b><u>Băng Reo</u></b> Split the students into 4 sections. Each section says one of the bolded words. (1) <b>Thiếu</b> (2) <b>Nhi</b> (3) <b>Thánh</b> (4) <b>Thế</b> .  Practice with them first. Then, read the following paragraph. When you reach the bolded words, do not say them. Instead point to the appropriate group and have them say it.  Chúng ta là (1) <b>Thiếu</b> (2) <b>Nhi</b> (3) <b>Thánh</b> (4) <b>Thế</b> . Chúng ta phải biết yêu mến (3) <b>Thánh</b> (4) <b>Thế</b> , thờ lạy (3) <b>Thánh</b> (4) <b>Thế</b> . Vì chúng ta là (1) <b>Thiếu</b> (2) <b>Nhi</b> (3) <b>Thánh</b> (4) <b>Thế</b> , nên chúng ta phải giúp các em Ấu (2) <b>Nhi</b> , (1) <b>Thiếu</b> (2) <b>Nhi</b> biết yêu (3) <b>Thánh</b> (4) <b>Thế</b> , và sống ngày (3) <b>Thánh</b> (4) <b>Thế</b> để sau này, các em		

### **Băng Reo**

Split the students into 4 sections. Each section says one of the bolded words.

(1) **Thiếu** (2) **Nhi** (3) **Thánh** (4) **Thế**.

Practice with them first. Then, read the following paragraph. When you reach the bolded words, do not say them. Instead point to the appropriate group and have them say it.

Chúng ta là (1) **Thiếu** (2) **Nhi** (3) **Thánh** (4) **Thế**. Chúng ta phải biết yêu mến (3) **Thánh** (4) **Thế**, thờ lạy (3) **Thánh** (4) **Thế**. Vì chúng ta là (1) **Thiếu** (2) **Nhi** (3) **Thánh** (4) **Thế**, nên chúng ta phải giúp các em Ấu (2) **Nhi**, (1) **Thiếu** (2) **Nhi** biết yêu (3) **Thánh** (4) **Thế**, và sống ngày (3) **Thánh** (4) **Thế** để sau này, các em Ấu (2) **Nhi**, (1) **Thiếu** (2) **Nhi**, có thể trở nên (3) **Thánh**. Vì chúng ta là (1) **Thiếu** (2) **Nhi** (3) **Thánh** (4) **Thế**.



# Chuyên Môn

HT:		Ngành:	Nghĩa Sĩ	Time:		Date:	
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**Lesson Title: Diagonal Lashing and Square Lashing**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b>  1. Tie a two pieces of wood / bamboo together using diagonal lashing 2. Tie two pieces of wood / bamboo together using square lashing 3. Explain when it is appropriate to diagonal lashing and when to use square lashing.	1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Fact Finding (5) 5. Group Work (30) 6. Closing (5) <b>Total = 45 minutes</b>
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	1. Students will work in teams to assemble a rectangular frame using diagonal and square lashing. 2. The frame should demonstrate proper choice of which lashing.	
	<b>Key Points:</b> What three-five points will you emphasize in this lesson?  - Practice and patience are needed to achieve mastery. - Both diagonal and square lashing can be used to attached to poles that form an angle between 45° and 90°. - Square lashing is stronger except in cases where there are gaps between the two poles.	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b>	<b>Materials:</b>
	n/a	
	<b>Fact Finding: (5 minutes )</b> How will you ensure that students take in information? How will you vary your approach to make information accessible to all students? Which potential misunderstanding will you anticipate?	
	Briefly explain the purpose of lashing	
	<b>Group Activity: (30 minutes)</b> How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?	

	<p>Students work in groups to build a rectangular frame. Show students a finished product before beginning. Choose groupings of 2-3 students and make sure groups include students who are strong as well as weak with knot-tying.</p> <p>If laptops / computers are available, show students videos from:  <a href="http://www.animatedknots.com">http://www.animatedknots.com</a></p>	<p>Rope and 4 poles for each group</p>
	<p><b>Independent Work:</b> (0 minutes)</p> <p>How will you clearly state and model behavioral expectations?          In what ways will students attempt to demonstrate independent mastery of the objective?          How will you provide opportunities for extension?</p>	
	<p><i>n/a</i></p>	
	<p><b>Closing:</b> (5 minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned?          How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p><i>Students show their finished work to the group.</i></p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b></p> <p>How will students practice what they learned?</p>	



HT:		Ngành:	Nghĩa Sĩ	Time:		Date:	
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**Lesson Title: Round Lashing**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b>  1. Tie a two pieces of wood / bamboo together using diagonal lashing 2. Tie two pieces of wood / bamboo together using square lashing 3. Explain when it is appropriate to diagonal lashing and when to use square lashing.	7. Tập Hợp (2) 8. Attendance (1) 9. Prayer (2) 10. Fact Finding (5) 11. Group Work (20) 12. Closing (5) <b>Total = 35 minutes</b>
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	1. Students will work in teams to assemble a long flag pole using round lashing.	
	<b>Key Points:</b> What three-five points will you emphasize in this lesson?	
- Practice and patience are needed to achieve mastery. - Round lashing is used to tie two poles together to make a longer pole (such as a flag pole).		
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b>	<b>Materials:</b>
	n/a	
	<b>Fact Finding: (5 minutes )</b> How will you ensure that students take in information? How will you vary your approach to make information accessible to all students? Which potential misunderstanding will you anticipate?	
	Briefly explain the purpose of round lashing	
<b>Group Activity: (20 minutes)</b> How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?		

	<p>Students work in groups to build a flag pole. Show students a finished product before beginning. Choose groupings of 2-3 students and make sure groups include students who are strong as well as weak with knot-tying.</p> <p>If laptops / computers are available, show students videos from:  <a href="http://www.animatedknots.com">http://www.animatedknots.com</a></p>	<p>Rope and 2 poles for each group</p>
	<p><b>Independent Work:</b> (0 minutes)  How will you clearly state and model behavioral expectations?  In what ways will students attempt to demonstrate independent mastery of the objective?  How will you provide opportunities for extension?</p>	
	<p><i>n/a</i></p>	
	<p><b>Closing:</b> (5 minutes)  How will students summarize what they learned? How will students be asked to state the significance of what they learned?  How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p><i>Students show their finished work to the group.</i></p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b>  How will students practice what they learned?</p>	



# **Nghiêm Tập**

# Nghi Thức Khai Mạc

## VI. TRƯỚC GIỜ KHAI MẠC TRONG SA MẠC

1. Tập hợp sa mạc sinh theo hàng dọc
2. Gọi đội trưởng lên trình diện
3. Phát phiếu điểm danh đội, khăn quàng và cờ đội
4. Nói ý lực sống và ngày sinh hoạt cho đội
5. Nói tên đội và khẩu hiệu cho đội trưởng
6. Chỉ định đội trực trong ngày
7. Nói các công việc mà đội trưởng phải làm ngay
  - Tập hợp và sinh hoạt đội
  - Kiểm soát đồng phục, quần áo, khăn quàng, băng tên
  - Điểm danh đội và ghi vào phiếu điểm danh đội
  - Chờ còi lệnh để tập hợp khai mạc
8. Giải tán và cho đội trưởng về sinh hoạt đội để thi hành các công tác

## VII. NGHI THỨC KHAI MẠC TRONG SA MẠC (THAM KHẢO SÁCH NGHI THỨC)

1. Hồi còi chuẩn bị
2. Tập hợp hình chữ u
3. Chỉ định người kéo cờ
4. Chính trang đồng phục
5. Thế nghỉ
6. Mời quan khách, huynh trưởng
7. Khẩu lệnh: “thiếu nhi...”
8. Khẩu lệnh: “chuẩn bị chào... chào”
9. Mời hướng về kỳ đài
10. Khẩu lệnh: “chào cờ... chào”
11. Khẩu lệnh: “thôi”
12. Cát hát bài quốc ca
13. Cát hát bài thiếu nhi tân hành ca
14. Mời hướng về sa mạc sinh
15. Mời người nói câu chuyện dưới cờ
16. Vỗ tay
17. Băng reo theo ý lực
18. Bài ca ý lực
19. Giới thiệu quan khách, huynh trưởng và sa mạc sinh
20. Chào tiễn quan khách và huynh trưởng
21. Đội trưởng nộp phiếu điểm danh
22. Những điểm cần nhắc nhở như luật sa mạc
23. Giải tán

# Nghi Thức Bế Mạc

## X. NGHI THỨC BẾ MẠC (THAM KHẢO SÁCH NGHI THỨC)

1. Hồi còi chuẩn bị
2. Tập hợp hình chữ u
3. Chỉ định trước người kéo cờ
4. Chinh trang đồng phục
5. Thế nghỉ
6. Mời quan khách, huynh trưởng
7. Khẩu lệnh: “thiếu nhi...”
8. Khẩu lệnh: “chuẩn bị chào... chào”
9. Mời tổng trực tổng kết sa mạc
10. Mời khoá trưởng và sa mạc trưởng phát bằng cấp
11. Mời người nói câu chuyện bế mạc
12. Mời những người kéo cờ tiến lên
13. Mời hướng về kỳ đài
14. Khẩu lệnh: “chào cờ... chào”
15. Khẩu lệnh: “thôi”
16. Mời hướng về sa mạc sinh
17. Bài ca tạm biệt
18. Chào tiễn quan khách và huynh trưởng
19. Giải tán



# Ca Hát

# Đi Vì Sứ Mệnh

Ngày xưa Chúa đã phán dạy. Hỡi  
Lê-Vi ơi sao còn tiếc gì. Hãy theo ta  
đi gánh việc cứu đời làm than. Cùng nhau ta  
đi đi vì sứ mệnh. Cùng nhau ta  
đi đi cứu đời làm than.

# Phượng Hoàng Về Núi



Tiến lên đi ta về miền ngập ánh sáng.



Tiến lên đường ta về miền trời hy vọng.



Như Phượng Hoàng bay về đỉnh núi.



Như Phượng Hoàng bay về vàng dương.



# Hướng Tâm Lên



1. Dù nơi thôn quê an lành, hoặc  
2. Dù khi vui chơi học hành, đời



chốn núi rừng xanh. Bạn hãy hướng tâm  
ngát hương trời thơm. Bạn hãy hướng tâm



lên, bạn hãy hướng tâm hồn lên. Dù  
lên, bạn hãy hướng tâm hồn lên. Dù



nơi sông sâu biển cả, cuộn sóng thét  
khi đau thương hoạn nạn, cuộc sống chán



gào. Bạn hãy hướng tâm lên, bạn  
chường. Bạn hãy hướng tâm lên, bạn



hãy hướng tâm hồn lên.  
hãy hướng tâm hồn lên.

## Let the Fire Fall

*[This song is copyrighted. Below are the lyrics. Sheet music can be purchased from [onlinesheetmusic.com](http://onlinesheetmusic.com). It may be best to search for an online video of a performance.]*

Lord, we are the ones called by your name  
We humble ourselves now as we pray  
Renouncing every sin and wicked way  
Lift our voice, seek Your face and say.

Chorus:

Lord, send the rain  
Pour out Your Spirit  
Let the fire fall  
Heal us one and all  
Fall fresh on me

Holy, Holy Spirit  
Let the fire fall  
Heal us one and all  
Fall fresh on me