



APRIL 2015

# TO TEACH AS JESUS DID

## **Sacred Silence: Love Overcame**

*Love overcame*

*Emerging from a cold tomb*

*All the truth, majesty and creativity of a living God*

*Transforming a broken heart*

*Making a quiet return, in a still and sorrowful garden*

*The gravestone rolled away, to release redemptive love*

*Jesus resurrected and restored*

*Comforts a weeping woman*

*Speaks with travelers on a journey*

*Meets with his faithful friends*

*And they bow down before Christ alive*

*And acknowledged that the savior has arrived*

*That the word of God has come alive*

*And that the extraordinary transformation of heaven and earth*

*Is complete.*

*“Love Overcame” copyright Julie*

*Palmer*



## **Engaging Teens in the Easter Story**

Here’s a short exercise that can help teenagers understand the practical and joyful experience of the Resurrection that is the result of the work of Christian discipleship. Begin by paraphrasing this short introduction:

Anything worthwhile – be it running a marathon, being a good musician, or achieving good grades – requires commitment and sacrifice. Achieving new goals also means leaving old ways behind. An athlete gives up junk food for a balanced diet. A student interested in getting better grades gives up hours of social activities for study. What are some things that you have personally given up in your life to help you to be a better follower of Jesus? Take a look at some of those times.

Share these words from I Corinthians 12:11: *When I was a child, I used to talk as a child, think as a child, reason as a child; when I became an adult I put aside childish things.*

Indicate to students that: “You have to put aside childish things. You are no longer the person you were in grade school. In a sense, that person has “died” and a new person has “risen”. With that in mind, write some of your reflections to the following questions:”

Assign the following writing prompts:

- Think back to grade school. Describe the way you used to be, act, and think. (For example, an activity you no longer do, a habit you outgrew, and something you are no longer afraid of.)
- Describe the “new you” that has appeared since you started high school. How is your life different from what it was like before you started high school? How are you different? (For example, what is something different you believe, a new interest you have, and a skill you are better at?)
- As you look at your life now, what part of you do you need to outgrow (allow to die) so that you can mature even further. (For example, an attitude you need to change, a habit you need to develop, and a relationship you need to improve.)

Ask the students to share their reflections with a person sitting on either side of them.

<https://www.avemariapress.com/engagingfaith/2010/04/dying-and-rising/>



## **An Easter Prayer for Teenagers**

Jesus, you have overcome death

And conquered every fear I could imagine.

Help me to live each day remembering that You are alive,

That you are bigger than anything or any situation

And that your power is real.

Jesus, you’re my hero and I’m walking with you.

Amen.

<http://www.lords-prayer-words.com/times/easter-prayers.html> - poem

## Ways to Add Meaning to Your Easter Classroom

Easter can help to usher in a season of love, rejuvenation, and abundance in your classroom. Here are some ideas for sharing the sweetness of this special season:

- Start a kindness wreath for your doorway. For the week of Easter, give each student 10 or more ribbons in bright spring colors. Each time a student reaches out to someone in kindness during the Easter season, they simply tie another ribbon on the wreath.
- Ask your students to make a special drawing or a collage that depicts what Easter means for them. After you display them during the Easter season, scan them or take a photo and record the artwork in a special journal or album for a treasured Easter keepsake.
- Fill an Easter basket with cheerful messages, handmade cards, or simple gifts. As a service project, give the basket to a shut-in or older person in your parish.

From Catholicmom.com



## From the Resource Center

*Last month*, in TTAJD the Education Resource Center (ERC) showed you how to find some of the cataloged online tools. This month, we will use two of them: **LINO** (at [enlinoit.com](http://enlinoit.com)) and **ANIMOTO** (at [animoto.com](http://animoto.com)). **LINO** is an easy-to-use message board for posting comments, video, and photos. **ANIMOTO** provides a simple online tool that can be used for intermediate grades to adults for creating 30-second videos that can then be shared. Check out the 30-second video created by the ERC about Holy Week: <https://animoto.com/play/WdPpIpKQreUyPfqP08DxNQ>. You can change the background, change the music, and add text frames, picture frames, and captions. It is simple, quick, and FREE (although you will be offered frequent “opportunities” to purchase upgrades). With just 30 seconds, students are forced to be clear and concise and to synthesize their thoughts. For ideas on using this tool in a Faith Formation session, check out our **LINO** board using the link below. We have set up this board so that you have access to add your own posts, so after reading the posts, feel free to add your own ideas at: [http://linoit.com/users/MediaSpecialist1/canvases/Creative Ways to Use Animoto](http://linoit.com/users/MediaSpecialist1/canvases/Creative%20Ways%20to%20Use%20Animoto).

## For Your Formation:

### Evaluating Yourself as a Catechist

Are you a good catechist whether you teach in a Catholic School or a Faith Formation program? Are your students learning? These and many other questions inundate a catechist as to whether or not they are doing a good job teaching their students.

Researchers say that one of the best ways to discover how a catechist is doing is to use evaluative questions that force catechists to evaluate themselves. In doing this catechists can assess what they know, do not know, and what they would like to know so they can become better teachers. After they self-evaluate they will be able to set goals that they feel they can attain with the new knowledge they have about themselves.

Here are examples of some questions that a catechist can ask himself or herself:

1. How much time and effort did you put into a lesson?
2. What do you think your strengths and weaknesses were in presenting a lesson?
3. How could you improve your lesson?
4. What are the most valuable things your students learned from this lesson?

For a good self-evaluation tool, go to:

<http://catechistsjourney.loyolapress.com/wp-content/uploads/2010/04/GROWING-AS-A-CATECHIST-Self-Evaluation.pdf>



## Prayer for Earth Day, April 22

Heavenly Father and Mother, thank you for our life giving Earth that we celebrate today on Earth Day. Bless all the celebrations, educational programs, and projects that seek to express our appreciation for this great gift. May we be zealous for the Earth not just today, but every day of our lives. Guide us in the monumental and important mission of restoring the integrity of creation. We dedicate our lives anew to you and to this great work of our time. This we pray through Christ and the Holy Spirit. Amen.

## Children’s Earth Day Prayer

Dear God, we thank you for this beautiful planet. Bless it and keep it safe from harm. We pray for the protection of the animals, the soil, air and water. May we care for all you have made. Help us to love the Earth as you do. We pray in Jesus’ name. Amen.

For more information and resources on Earth Day as Catholic response to the earth and creation, go to: <http://catholicclimatecovenant.org/resources/earth-day-2014/>

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