

# Lesson 14 – Respecting Life

Grade 7 - Chapter 14

## MAIN OBJECTIVE

*All human life is  
sacred and a gift  
from God*

## QUICK SESSION OVERVIEW

STEP 1 - WELCOME

STEP 2 - INVITE

STEP 3 - DISCOVER

STEP 4 - LIVE

STEP 5 - CLOSING

## HELPFUL HINT OF THE DAY

### Use Lent to Draw Deeper to the Lord

- Lent is a beautiful time to help us refocus on our relationship with Christ and what is truly important in our life
- Choose a fast to do during the time of Lent to help to sacrifice something for the Lord
- This should be something that you do regularly, brings you comfort, and is good!
- Offer this up to God to help you refocus on Him and not the things of this world that we get enjoyment from
- Also during this time, prayer for the children of our church. Make a commitment to say an extra prayer for them during this time!

## **STEP 1 - WELCOME**

### **TIP**

**Community Activity**

## **STEP 2 – INVITE**

### **TIP**

- **Recite the prayer and read the Scripture passage.**
  - **What does it mean to always choose life?**
  - **What does it mean to respect and value all human life?**

### **TIP**

## **STEP 3 – DISCOVER**

- **Read and discuss “Getting Started”**
  - **Use the activity to discuss about dignity and worth**
  - **Activity Master 14: Worst and Best Case Scenarios**
  - **Use “Consider” section to discuss practical examples**
  - **Can use information in the Teaching tip section on pg. 225 to give the students more to think about (you never really understand a person until you consider things from his point of view)**
- **Read and discuss “A Sacred Gift from God”**
  - **Use “List” section**
  - **Watch CAFOD: GCSE Human Dignity Animation (3 min)**
    - <https://www.youtube.com/watch?v=8zhtPDXRthM>
- **Read and discuss “Honoring Life”**
  - **Please stay on message here. I understand that kids might have already been exposed to a secular view but we need to show them the beauty of the Church and what that means for our lives**
  - **Use “Identify” section**
- **Read and discuss “Respecting the Human Person”**

## ***STEP 4 – LIVE***

### **TIP**

#### **Our Catholic Life**

- **Read and discuss more about the right to life**

#### **People of Faith**

- **Read and discuss about Saint Marin de Tours**

#### **“List” section**

## ***STEP 5 – CLOSING***

### **TIP**

#### **Pray the Memorare together:**

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored thy help, or sought thine intercession was left unaided.

Inspired by this confidence, I fly unto thee, O Virgin of virgins, my mother; to thee do I come, before thee I stand, sinful and sorrowful. O Mother of the Word Incarnate, despise not my petitions, but in thy mercy hear and answer me.

Amen.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Worst and Best Case Scenarios

As much as we'd like to deny it, we've all experienced times when we acted at our worst. We've also made some pretty good choices and been at our best. Choose one of the situations listed below and describe both the worst and the best ways people could act in these circumstances. You may also make up a different situation.

Join the small group to which you have been assigned. Compare ideas, and select one of the situations to role-play. Present both worst and best case scenes in a way that shows you understand how people can get drawn into acting at their worst. Use the scenarios to illustrate how we can overcome the temptation to act contrary to Jesus' teachings and how we can behave in ways that show respect for all life.

**SITUATION #1** The smartest person in your class, whom everyone expected to win the school spelling bee, just lost in the fourth round.

The worst you and your friends could do: \_\_\_\_\_

The best you and your friends could do: \_\_\_\_\_

**SITUATION #2** A new student registered in your school this morning and will be in your homeroom. The student is blind and has a seeing-eye dog as a constant companion.

The worst you and your friends could do: \_\_\_\_\_

The best you and your friends could do: \_\_\_\_\_

**SITUATION #3** On a class field trip, everyone wanted to make an extra stop to buy lunch at a fast-food restaurant. Pat, however, did not get off the bus with everyone else to buy lunch. You wonder if this is from lack of appetite or lack of money.

The worst you and your friends could do: \_\_\_\_\_

The best you and your friends could do: \_\_\_\_\_

**SITUATION #4** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The worst you and your friends could do: \_\_\_\_\_

The best you and your friends could do: \_\_\_\_\_