

BELIEVE

SEEING BEYOND



MARIST SCHOOLS AUSTRALIA
Catholic education in the tradition of St Marcellin Champagnat

Feast of Saint Marcellin
Champagnat

Twenty

RESOURCES



In 2013 we take up the theme *iBelieve...Seeing Beyond*. It invites us to see our lives as they really are; what we know, what we experience, what we hope for...what we believe. Jesus tells us; '*Your faith has made you strong*' (Mt 9.22). Faith for us is not some magic hallucinate that blinds us from the reality of life. Faith gives us eyes to see things more clearly, to feel and engage with life at a deeper level, and the courage and strength to make a difference. Our future is full of hope. *I believe.*

Faith doesn't have you believe that you will have no worries, or that you will not make mistakes, or that people you love won't get sick. What faith gives us is the assurance that God is good, that God can be trusted, that God won't forget us, and however we may be feeling, God is there for us...always. We are in good hands. We are in God's hands. This is seeing reality, the reality that God loves us more than we could ever imagine, a God who will never give up on us. *I believe.*

As Marists, let us be people of faith who know the presence of God. Like Saint Marcellin, let us live every day with the consciousness that God is part of our world and desires to be known and experienced in our lives. *I believe.*

As Marists, let us live with the open and trusting faith of Mary as we face the often uncertain and unpredictable times in our lives. Like Mary, let our lives be open to wherever the Spirit will lead us, trusting an unknown future to a known God. *I believe.*

As Marists, let our faith be seen in our struggle for justice; the struggle of the poor, the young people who feel no one cares...that God doesn't care. *I believe.*

As Marists, let our faith be seen in our struggle for people suffering fear and depression, for those whose sadness and worries seem to never end. *I believe.*

As Marists, let our faith be seen in the struggle of a culture whose thirst for information and distraction closes eyes and hearts to the experience of God's gentle and powerful presence. *I believe.*

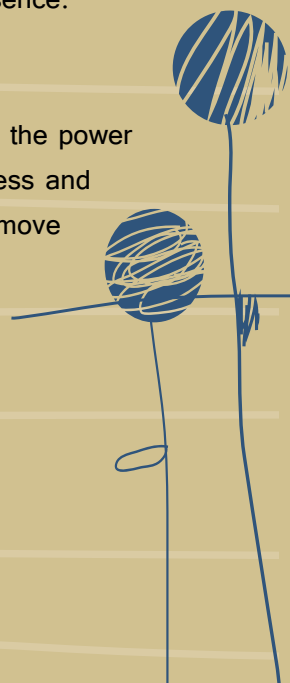
Your faith has made you strong. Our faith may be the size of a mustard seed but has the power to move mountains (Mt 17:20). This is seeing beyond, seeing the reality of the goodness and power of our lives. God is good, God is with us. This truth gives us the strength to move mountains, power to transform the darkest, loneliest and most desperate in our world.

As Marists, *We believe.*

Tony Clarke

Director

Marist Mission and Life Formation



Contents



Staff Prayer 1.....	2
Staff Prayer 2.....	4
Staff Prayer 3.....	5
Student Prayer (Primary).....	6
Student Prayer (Secondary).....	8
Mass/Liturgy of the Feast of Saint Marcellin Champagnat.....	10
Song/Hymn Suggestions.....	14
Inclusion for School Newsletter.....	15
RE Lesson Plans and Resources.....	
Lesson Plan 1.....	16
Lesson Plan 1 – Resource Handout.....	20
Lesson Plan 1 – Workbook.....	22
Lesson Plan 1 – A3 Worksheet.....	28
Lesson Plan 2.....	29
Lesson Plan 2 – Workbook.....	34

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Staff Prayers

Staff Prayer |

Champaignats for today – Seeing beyond

In this week of the Feast of St Marcellin Champaignat, we remember many things about the Founder with gratitude and joyfulness, especially his enormous faith and trust in God. We listen attentively for the echoes of his influence in our lives together here in our Marist ministry as we continue to see beyond ourselves by making Jesus Christ known and loved among the young people God has placed on our path, especially those who are the most vulnerable.

We thank you most loving God, for the blessings you have given.

For calling us to be your people. **Blessed are you, O God.**

For revealing your love through Jesus Christ. **Blessed are you, O God.**

For the gift of life that we possess. **Blessed are you, O God.**

For families and friends to nurture and to comfort us. **Blessed are you, O God.**

For challenges and opportunities to build new dreams out of past failures. **Blessed are you, O God.**

For the call to bear witness to Jesus Christ. **Blessed are you, O God of love.**

Thank You, Most Loving God page 12 & 13

(Vienna Cobb Anderson in A World of Blessing, 2000)

WATER FROM THE ROCK 15

LEFT We are inspired by the vision and lives of Marcellin and his first disciples as we journey to God. While we share such a pilgrimage with many, we are conscious of our own distinctive style.

RIGHT We are gifted to share in that transforming experience of being, with Mary, loved unconditionally by Jesus. From this flow the particular characteristics of our manner of being followers of Champaignat.

IN CHAMPAIGNAT'S WORDS...

Ministry Leader A child is the most lovable and most beautiful thing on Earth. *(Avis, Leçons, Sentences)*

Echo (all) **A child is the most lovable and most beautiful thing on Earth.**

Ministry Leader Education is assimilated more easily and makes a deeper impression by way of the eyes than by way of the ears. *(Avis, Leçons, Sentences)*

Echo (all) **Education is assimilated more easily and makes a deeper impression by way of the eyes than by way of the ears.**

Ministry Leader Educating a child means training their heart. *(Avis, Leçons, Sentences)*

Echo (all) **Educating a child means training their heart.**

Do you really, really believe this?

I called in to the Reception Class of our Primary School recently. Jill, their teacher, was utterly concentrating on her numeracy work with the little ones. Each child was walking on some mats numbered 1,2,3,4 etc.

I reflected afterwards about similar moments in the lives of Albert Einstein, Stephen Hawkins, Michelangelo and Shakespeare. There was a time, for instance, when someone once said to Shakespeare, 'This is how you make an A', and 'Well done, William, now make a B.'

What is most extraordinary and almost unbelievable is that, once upon a time, even God, too, like the rest of us, had to learn to walk, talk, dress, write, paint and dance. To understand something of the mystery of the incarnation, we must brace ourselves for a tremendous shock: that in the baby Jesus, God took on *all* the limitations and growth-stages of every baby. The best of our Christian tradition insists that God was as truly present and incarnate in every stage of the infancy and childhood of Jesus, as that same God was in the fullness of the life, death and resurrection of the miracle-working, transfigured and crucified Christ.

Part of us does not want to accept this. It just cannot be true. How could the God of all creation become so fragile, so vulnerable, so ordinary? But that is what love does. Love surrenders itself and becomes powerless. All of this takes our breath away.

There is one more wisdom-step for you to take - one that may bless you for the rest of your life. It is about the simple but profound truth that because God once became human in a small child called Jesus, God is now intimately present in every child. Many of you know this already in your hearts. Since the first Christmas, when a vulnerable baby revealed the fullness of God's love, we now know that every baby is already shining with God, and one day, with love, will become exactly like God. And the same is true for you and for me. DO YOU REALLY, REALLY BELIEVE THIS?

On that morning with Jill and the children, the celebrated words of Pablo Casals, the famous cellist, came to mind: 'Do you know what you are? You are a marvel. You are unique. In all the world there is no other child exactly like you. And look at your body - what a wonder it is. Your legs, your arms, your cunning fingers, the way you move. You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything.'

God Goes to Infants Class, Daniel O'Leary in Prism of Love: God's colours in everyday life, 2003

SHARED PRAYER OR REFLECTIVE SILENCE

As Champagnats for today, seeing beyond into a better future, we believe in the good we can do, we believe we have the capacity for anything, we believe in the goodness of our young people.

Ministry Leader Take good care of yourself... be brave and think how precious your occupation is in the eyes of God. As for your students, their whole life will be an echo of what you have taught them. Exert yourself; spare nothing to form their young hearts. (*Circular letter, 3 January 1831*)

Echo (all) **As for our students, we believe that their whole life will be an echo of what we have taught them. We will spare nothing to form their young hearts.**

Ministry Leader Mary, yes Mary alone, is our only prosperity. Without Mary we are nothing, and with Mary we have everything, because Mary always has her divine son either in her arms or in her heart. (*Letter 194, 27 May 1838*)

Echo (all) **Without Mary we are nothing, and with Mary we have everything, because Mary always has her divine son either in her arms or in her heart.**

All Gracious God,
Send us into the world with your eyes rather than ours. Help us to see not only the bad but the good, not simply the ugly but the beautiful, not just the worst but the best. Help us to see around us the seeds of your Kingdom, and to nurture them lovingly until that day comes when your will is done and you are in all. (*Nick Fawcett in A World of Blessing, 2000*)

Mary, our Good Mother Pray for us.
Saint Marcellin Champagnat Pray for us.
Saint Mary of the Cross Pray for us.
And let us always remember to pray for one another.

Introduction

Belief and a confidence in God's love motivated Saint Marcellin Champagnat in all he undertook. Things were not easy in this life journey. He faced some formidable challenges along the way: lack of adequate preparation for seminary studies, academic difficulties, a troubled and troubling parish priest on his appointment to La Valla, an ambitious and probably jealous Vicar General of the Diocese. Each predicament shaped Marcellin, fine tuning in him the virtues of charity, optimism, resourcefulness and political acumen.

Gathering Prayer

Heavenly Father, pour forth your love to inspire me. Stir in my soul the desire to renew my faith and deepen my relationship with your Son, our Lord Jesus Christ, so that I might truly believe in and live the Good News. Open my heart to recognise your Good News and grant me the confidence, like Saint Marcellin, to proclaim that Good News in word and action.

Reflection/Reading

Even when things were not going well, Saint Marcellin had the confident belief that Mary would intercede on our behalf with Jesus to fulfil what God the Father desired.

Don't be frightened; Mary is our defender. The hairs of the head are all counted, and not one of them can fall without God's permission. Let us be totally convinced that we have no greater enemy than ourselves. Only we can hurt ourselves; no one else can.

Do not be afraid of anything, dear friends; we have God to defend us. No one can harm us if God does not let them.

Do your utmost to run your school well. Never forget how much good you can do. Remember how interested the Saviour of the world was in teaching children; how He ordered his disciples to let the children come near His divine Person. Tell your children that they should be very happy to be as dear to Jesus Christ as they are. Yes, this God of goodness loves them to the point of delighting to be with them; they have only to open their hearts, and Jesus and Mary will fill them.

Get her on your side. Tell her that, after you have done all you can, it is just too bad for her if her affairs do not go well. Recommend your children to her earnestly; make a little novena in her honour with your children. Say a little prayer.

Let us Pray together the Prayer of a Marist Educator

We face the future with audacity and hope. In every corner of the world, there are thousands of young people whose lives are being touched by us. As educators we know the joys and pains of working with them.

We know the good we can do.

We believe in their future.

We believe in the continuing relevance of the charism of Marcellin Champagnat.

We believe in our shared mission as Marist educators.

We believe in our vocation to minister to all young people, with a special love for the poor and excluded.

We believe in our mission to lead young people to life-giving values, to build a better world, to make Jesus Christ known and loved.

We believe that, as Mary did for Jesus, to educate young people we must first love them equally.

We believe in the value of the integral education we offer in our schools.

We believe in the significance of hopeful and creative presence among young people in all our places of ministry, especially among those most neglected.

Mary, our Good Mother Pray for us.

Saint Marcellin Champagnat Pray for us.

Saint Mary of the Cross Pray for us.

And let us always remember to pray for one another.

Leader Lord Jesus, we gather in your name. In this Year of Faith, we pray for our new Pope, Francis, and for each of us in this community.

Prayer

Marcellin Champagnat prayed daily. He prayed in the privacy of his room. He gathered others together for prayer in his local parish. Marcellin prayed with his Brothers in community. We are told Psalm 127 was his favourite psalm. It begins: *'Unless the Lord builds the house, those who build it work in vain.'* Lord, teach us to pray.

Leader: Lord hear us. **All: Lord hear our prayer.**

Will of God

Marcellin always sought to carry out the will of God. Sometimes this involved strenuous work like building *The Hermitage* in Southern France. At times he had to put his own dreams and aspirations to one side, like travelling with the first brothers to Oceania as a missionary. His faith was informed by attentiveness to God's plans for him and for the Marist Project. Lord, teach us to be attentive to your call in our lives and for others.

Leader: Lord hear us. **All: Lord hear our prayer.**

Leadership

Marcellin became used to making decisions. He always consulted others before finally deciding. We are told it took him twelve months to consult with the Brothers before finally deciding on their First Rule in the 1830s. He took time to pray before making significant decisions. He wanted to be at peace when these decisions were made. Lord, make us prayerful in our leadership and give us peace in all we do.

Leader: Lord hear us. **All: Lord hear our prayer.**

Sense of Humour

Marcellin often adopted an innovative approach to handling delicate situations. He could see the lighter side of events. Growing up in a large family gave him a good introduction to successfully living with others through joyful and difficult times. Lord, help us to appreciate the lighter side of life.

Leader: Lord hear us. **All: Lord hear our prayer.**

Mary

Marcellin had a special place for Mary in his heart. In his recent Circular, Br Emili Turú, our Superior General, says "Mary in the Annunciation is our model of openness to the Spirit to whom she listens attentively in silence and to whose action she abandons herself." Lord, help us to abandon ourselves, like Mary, to the *divine whisper* of the Spirit speaking to us today through the events of our lives and through Your Word.

Leader: Lord hear us. **All: Lord hear our prayer.**

Some time for personal and/or shared prayer.

Leader: Let us pray:
Lord, thank you for your gifts to each of us. Bless those with whom we work. Guide us in the decisions we take and help us to assist those most in need. We make our prayer through Christ Our Lord.

All: Amen.

Mary, our Good Mother	Pray for us
St Marcellin Champagnat	Pray for us
St Mary of the Cross	Pray for us
And let us always remember	to pray for one another.

Student Prayers



Student Prayer | Primary

iBelieve...Trust in God

AN ARABIAN TALE

The Fox and the Bear

One day, a man wandered through a forest and came across an injured fox. The poor creature had been pursued by the huntsmen and had broken its legs in its efforts to escape. Now it lay in the undergrowth, helpless to find food.

The man's heart went out to the fox, but as he watched, a grizzly bear loomed up out of the trees, dragging the carcass of an animal it had killed. The bear appeared to ignore the presence of the wounded fox, but when it shuffled off again after its meal, it left the remains of the carcass close to where the fox was hiding. The fox devoured the meat avidly.

The next day, the man walked through the forest again. And again, the bear left a tasty morsel behind for the hungry fox. And on the third day, the same thing happened.

The man pondered hard over what he had seen. 'If God cares so much for a wounded fox,' he thought, 'how much more will he care for me! My faith is far too feeble. I must learn to trust in God as this fox trusts.'

So the man went into a quiet corner of the forest and prayed, 'Loving Father, this injured fox has shown me what it means to trust you. Now I too commit myself entirely to your care. I trust that you will care for the fox.' And with this, he lay down and waited for God to act.

A day passed and nothing happened. The man was getting hungry. A second day passed and still nothing happened. The man was deeply puzzled. A third day passed and the man was angry, 'Father,' he cried, 'you love that little fox more than you love me! Why won't you care for me when I trust you so much? Why don't you feed me?'

At last, hunger forced him back into the town. There on the streets the man came upon a starving child. He railed on God in his rage. 'Why don't you do something?!'

'I have done something,' God said. I have created you. But you choose to behave like the fox when you could model yourself on the bear.'

REFLECTION

When have I acted like the fox or the bear? What is God asking us to become?

MARIST READING

In any case, whatever happens dear Dominic, be ready to do whatever God is pleased to lay down for us through our superiors. Your love for me, I can assure you, is warmly returned on my part. Be courageous in your efforts to improve yourself, take care not to set your heart on anything but God's will. We must be always ready to say: 'the holy will of God be done', no matter what difficulties plague you.

Extract of Fr Champagnat letter to Br Dominic, 1834

PRAYER

Reader 1 Trust in God with all your heart, all your mind, and let Him lead You. Don't look at the things of this world. Look at God. Watch Him. He is perfect in every way and He is always there when you need Him.

Together "Do not let your hearts be troubled. You believe in God; believe also in me." (John 14:1)

Reader 2 God, You are so awesome to me. Your name brings so much comfort to me. Thoughts of You bring so much joy into my life. Every day I want to feel Your presence. Just knowing I'm right there with You makes me feel so awesome inside. I will always call upon Your name when I am feeling low, because You lift me up. You take away all my burdens and help me to stand on my feet again. You lift me up on wings like eagles.

Together **“But those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.” (Isaiah 40:31)**

Reader 3 You put in me a greater strength than I’ve ever had before. I will never take you for granted God. To You I owe back all You have given me. You will not lack anything of me God. I want to give You my all in all that I do. Help me to never let Your words depart from me. Help me to keep them in my heart, mind, and sight at all times.

Together **“Do not let them depart from your sight; Keep them in the midst of your heart. For they are life to those who find them and health to all their flesh.” (Proverbs 4:22)**

Reader 4 I will speak forth Your word day and night, and will praise Your name forever. I will sing of Your awesome love and amazing grace. I will keep my eyes focused on You. I will move looking at You, and trusting You to guide my feet to walk the right path. I will not look down. I will not trust my own ways. For there is no light upon the path, and I cannot see it. But I can see You and You will guide me. You will be a light and You will light up my path. I will hold Your hand as You lead me into Your presence. Through all my troubles You carry me. You will not put me down, or ever let me fall. Whenever I stumble, You catch me and set me up on my feet again. You are my God.

Together **“Your word is a lamp for my feet and a light on my path” (Psalm 119:105)**

Reader 5 I will trust in You, God! I give You my heart, take it and keep it. Don’t ever let me have it back. I can’t guard it like You can. Take my mind. Keep it. Don’t let me think of negative things. Filter it God and install in it thoughts of Hope. Let me only think of You. Take my Spirit, hold me in Your arms. I am safe wherever You are. Lead me God. I want to be filled with You.

Together **“Trust in the Lord with all your heart, and lean not on your own understanding; In all your ways acknowledge him, and he will make your paths straight.” (Proverbs 3:5-6)**

Joshua Biggar (Abridged)

CLOSING HYMN

You are the Light (Michael Mangan)

Chorus

**You are the light that shows the way
You keep me safe, I’m not afraid
You are the light that shows the way
I have no fear, You are the light.**

1. I only ask God one thing
 Let me live in your house forever
 That I may see your majesty
 As I live in your house forever

2. I know that I shall live
 To see the goodness of God
 Trust in God, take heart
 Put your faith in God.



A Faith that does Justice

The southern African crested porcupine is covered in sharp quills that protect it from enemies. Some quills grow up to twelve inches long and can inflict fatal damage on predators. Porcupines do not shoot the quills, as once thought, but the quills easily detach and can lodge in the snout or body of the other animal. Barbed at the tip, they are not easily removed and can cause infection and death.

Porcupines are nocturnal animals that eat roots, bark, crops, and fruit. They are not aggressive and do not seek to harm others. But when attacked they can defend themselves, charging backwards to inflict damage with their prickly spears. New quills grow in to replace those that are lost.

The unique defence system reminds me of the variety of ways that we protect ourselves and deter others from causing us harm. People in North America often turn to the law to defend themselves against predators and to obtain justice. Lawsuits have become endemic in the United States. Doctors are sued for malpractice; manufacturers have class action suits brought against them; marriage partners divorce each other in court; criminals are tried for crimes that range from petty theft to murder and, if found guilty, pay a fine or go to prison. In the case of misdemeanours or lesser offenses, those found guilty may be assigned to some form of community service. There is hardly a case that cannot respond to some sort of legal solution.

This kind of legal system often satisfies the victim and brings a certain kind of justice to bear. But legal arguments rarely bring about understanding, forgiveness, reconciliation, and healing. The death penalty, in particular, may satisfy a desire for revenge on the part of the relatives of the victim but cannot bring peace of mind or replace the loved one who has been lost. African society has its own forms of justice. In some cases, people resort to mob violence, especially in the case of petty theft, where a thief is often beaten to death if captured. In rural villages, elders or local leaders form a village court that hears all parties to a dispute, trying to reach a verdict that will be acceptable to all and that will restore the relationships that have been damaged or broken. This is necessary in close-knit rural communities, where people must work together if they are to survive the harsh conditions in which they live.

At a prayer session with a local spirit medium who is both priest and healer, I observed traditional wisdom on display. Several of those gathered for the morning ritual brought cases to be resolved through this ancient ceremony. Relying on his knowledge of the community and the local customs and rites, the spirit medium listened and then dispensed his verdict and ascribed a penalty to be paid. Not unlike the Catholic sacrament of penance, the ceremony involved confession, contrition, and an act of atonement. In most cases, it involved holding a communal feast where the injured would be appeased.

South Africa tried another form of setting things right when it established the Truth and Reconciliation Commission at the end of the apartheid era. Headed by Bishop Desmond Tutu, the Commission was tasked with hearing hundreds of cases and granting amnesty to perpetrators who acknowledged their crime before the families of those they had wronged. While not a perfect model, this came closer to a form of restorative justice, which seeks to reconcile the two parties and repair their relationship.

Jesus gave us an example of an even more radical model. He showed that mercy is as important as justice, and repentance and forgiveness are always possible. When he forgave the woman caught in adultery, he pointed out that no one is completely innocent of sin. He treated the woman at the well with respect, although he knew that she had been married and divorced more than once. He called a tax collector to be among his disciples in spite of the reputation of this occupation as being corrupt. He praised Mary Magdalene for her loving act of washing his feet, rather than condemning her for an imperfect life.

Imagine how different the world would be if we all had this attitude! Our quills would be used to protect rather than injure, and we would seek to understand and forgive rather than harm or punish. Bishop Tutu summed it up well when he said, "Forgiving means abandoning your right to pay back the perpetrator in his own coin, but it is a loss which liberates the victim."

* Ostriches, Dung Beetles, and other Spiritual Masters: A book of wisdom from the Wild. Janice McLaughlin. Orbis: New York. 2010.

REFLECTION

1. How have you sought to obtain justice when you have been wronged?
2. What did you gain from it?
3. What did you lose?

SCRIPTURE

Matthew 9:10-13

“While Jesus was at table in Matthew’s house, many tax collectors and other sinners joined Jesus and his disciples. When the Pharisees saw this they said to his disciples, ‘Why is it that your master eats with those sinners and tax collectors?’ When Jesus heard this he said, ‘Healthy people do not need a doctor, but sick people do. Go and find out what this means: What I want is mercy, not sacrifice. I did not come to call the righteous but sinners.’”

MARIST TEXT

Water From the Rock: Marist Spirituality June 2007

102. All our relationships are enriched when they are lived by taking Mary as the inspiration for our way of being and doing with others. With Mary we learn how to express God’s love in all relationships of our personal and communal living, since from her we learn how other people are to be loved, and we, in turn, become living signs of the Father’s tenderness.

CHURCH SOCIAL TEACHING

Deus Caritas Est-Encyclical Letter, Benedict XVI, 2005. No 28

The Church cannot and must not take upon herself the political battle to bring about the most just society possible. She cannot and must not replace the State. Yet at the same time she cannot and must not remain on the sidelines in the fight for justice. She has to play her part through rational argument and she has to reawaken the spiritual energy without which justice, which always demands sacrifice, cannot prevail and prosper. A just society must be the achievement of politics, not of the Church. Yet the promotion of justice through efforts to bring about openness of mind and will to the demands of the common good is something that concerns the Church deeply.

INTERCESSORY PRAYERS

Reader As Marists, let us be people of faith who know the presence of God. Like Saint Marcellin, let us live every day with the consciousness that God is part of our world and desires to be known and experienced in our lives. This ‘iBelieve’.

Response **We believe...Lord hear our prayer.**

Reader As Marists, let our faith be seen in our struggle for justice; the struggle of the poor, the young people who feel no one cares, for those who have been wronged. This ‘iBelieve’.

Response **We believe...Lord hear our prayer**

Reader As Marists, let our faith be seen in the struggle of a culture whose thirst for information and distraction closes our eyes and hearts to the experience of God’s gentle and powerful presence. This ‘iBelieve’

Response **We believe...Lord hear our prayer**

CLOSING PRAYER

Father,

I am usually so quick in reacting to unjust treatment.

Help me rather to treat such a one with the same generosity that Christ shows to me.

AMEN.



Mass / Liturgy

FEAST OF SAINT MARCELLIN CHAMPAGNAT

INTRODUCTION

We gather today as a Eucharistic community to celebrate the Feast of St Marcellin Champagnat. It's not just a day to look back nostalgically to someone who was loved among the Brothers he trained and formed from 1816 until his death on 6 June 1840. Nor is it a chance to simply congratulate ourselves on the great Marist school to which we belong today.

Marcellin was an inspiring leader who gathered people to himself very naturally. More importantly he was an *inspired* leader. In love with Jesus and on fire with the Holy Spirit, Marcellin was able to *see beyond* his own comforts and challenges, to put his *faith* wholeheartedly in God. He *believed* that with Mary's help he could move mountains and transform the dark, lonely and desperate in the world around him by making Jesus Christ known and loved.

What do you *believe*? Can you be a Champagnat for today?

GATHERING SONG / PROCESSIONAL HYMN

Local choice

PENITENTIAL ACT

Presider For the times when our actions or inactions have excluded people from our life, we ask your forgiveness, Lord.

All **Loving God, forgive us as we forgive each other.**

Presider For the times we have failed to do our bit to build up a just society in solidarity with the poor and most disadvantaged, we ask your forgiveness, Lord.

All **Loving God, forgive us as we forgive each other.**

Presider For the times when our thoughtless mistakes have caused hurt to others, we ask your forgiveness, Lord.

All **Loving God, forgive us as we forgive each other.**

OPENING PRAYER

Holy Father, you have revealed the commandment of the new law through your Only Begotten Son, and shown us how to put it into practice by the inspiring example of Saint Marcellin; grant us, we pray, the grace to persevere in loving all our brothers and sisters as he taught, and to lead our world to the knowledge of the truth of Jesus Christ, who lives and reigns with you in the unity of the Holy Spirit, God, forever and ever. Amen.

LITURGY OF THE WORD

First Reading

A reading from the book of Sirach (24:28-31)

I, wisdom, poured forth rivers.

I, like a rivulet from her stream, channelling the waters into paradise,
said to myself, "I will water my plants, my flower bed I will drench";
and suddenly this rivulet of mine became a river,
and this stream of mine, a sea.

Thus do I send my teachings forth shining like the dawn,
to become known from afar.

I shall penetrate the lower parts of the earth,
and I shall look upon all who sleep,
and enlighten those who hope in God.

Thus do I pour out instruction like prophecy
and bestow it on generations to come,
and I shall continue in their descendants forever.
See, I have worked not for myself alone, but for all who seek instruction.

The Word of the Lord.

All **Thanks be to God.**

Responsorial Psalm

Psalm 112:1-9

Response: Happy the man whom the Lord instructs.

Happy the man whom the Lord instructs,
Who greatly delights in his commands.
His posterity shall be mighty upon the earth;
The upright generation shall be blessed. **R**

Wealth and riches shall be in his house;
His generosity shall endure forever.
He dawns through the darkness, a light for the upright;
He is gracious and merciful and just. **R**

Well for the man who is gracious and lends,
Who conducts his affairs with justice;
He shall never be moved;
The just man shall be in everlasting remembrance. **R**

Alleluia Verse

Matthew 5, 3

Alleluia, alleluia!
How blessed are the poor in spirit:
the reign of God is theirs.
Alleluia!

Second Reading

A reading from St Paul to the Galatians (3:23-28)

Before the coming of this faith, we were held in custody under the law, locked up until the faith that was to come would be revealed. So the law was our guardian until Christ came that we might be justified by faith. Now that this faith has come, we are no longer under a guardian. So in Christ Jesus you are all children of God through faith, for all of you who were baptised into Christ have clothed yourselves with Christ. There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.

The Word of the Lord.

All **Thanks be to God.**

Gospel

A reading from the Good News of Matthew (18:1-5)

Just then the disciples came up to Jesus with the question, "Who is of greatest importance in the kingdom of God?" He called a little child over and stood him in their midst and said: "I assure you, unless you change and become like little children, you will not enter the kingdom of God. Whoever makes himself lowly, becoming like this child, is of greatest importance in that heavenly reign. Whoever welcomes one such child for my sake welcomes me.

The Gospel of the Lord.

All **Praise to You Lord, Jesus Christ.**

Preface of Saint Marcellin Champagnat

Father,
all powerful and ever living God
we do well always and everywhere
to give you thanks,
and to praise you for your gifts
as we contemplate your saints in glory.
Like a loving parent,
you always watch over us, your people.
You gave us Mary as our Good Mother,
first among the believers,
a just and simple woman.
You gave us Marcellin Champagnat
a man who truly reflected your loving faithfulness
in his commitment
to serving you in your people.
His life was a living witness of the ideal
that he presented to his first followers:
to become a Brother
means to strive to become holy.
Through Christ the angels of heaven
offer their prayer of adoration
as they rejoice in your presence forever.

HOMILY

Prayers of the Marist Community

Presider Loving God, it is with confidence that we place our prayers before you.

Reader *For the leaders of the Church*

Saint Marcellin was a strong and loyal leader of the Church. For our Pope, Francis, and our Bishop, N., for leaders of our Marist communities, and for all who have a pastoral ministry in the Church. May they be strong and authentic leaders guided by the action of the Holy Spirit in their lives.

All **Hear our prayer, Lord hear our prayer.**

Reader *For an openness to the Holy Spirit in our lives*

Saint Marcellin entrusted his Brothers and their work to the special care of Mary, our 'Good Mother'. May our lives be open to wherever the Holy Spirit will lead us, trusting an unknown future to a known God.

All **Hear our prayer, Lord hear our prayer.**

Reader *For a life lived in the presence of God*

Saint Marcellin lived every day with the consciousness that God was part of his world and desires. May we be people of faith who know and experience the presence of God in those who are alone, tired, hurting, sick or those whose sorrows seem to never cease

All **Hear our prayer, Lord hear our prayer.**

Reader *For those who have joined the communion of saints*

Saint Marcellin is a member of the communion of saints who hears our prayers this day. We ask him to join us in praying for those of our Marist family who have died this year.

All **Hear our prayer, Lord hear our prayer.**

Reader *For the Marist Mission*

Saint Marcellin's vision of mission was *to make Jesus Christ known and loved*. For the poor and young people on the edge who haven't experienced love in their lives. May we consciously seek to understand, love, embrace and celebrate the unique beauty and dignity they all possess as children of God.

All Hear our prayer, Lord hear our prayer.

Reader *For Marists throughout the World*

Saint Marcellin dreamt of a Marist family that would be present in every diocese in the world. May all Marists throughout the world continue to be fired with the Holy Spirit as they bring the Good News to the poor and those in need.

All Hear our prayer, Lord hear our prayer.

Presider Father, hear the prayers of the family you have gathered here before you. We ask this through Christ our Lord.

All Amen.

LITURGY OF THE EUCHARIST

Prayer over the Gifts

May our offering be pleasing to you, O Lord;
and grant that, filled with the spirit of your love,
we may persevere in the teaching of the Apostles,
in communion, in the breaking of bread, and in prayer.
Through Christ our Lord. Amen.

Communion Hymn and Song of Thanksgiving

Local choices

Prayer after Communion

Nourished with the Body and Blood of your Son,
we pray, O Lord,
that we who celebrate the great work
that you have accomplished in your Church through Saint Marcellin,
may be strengthened by the power of this Sacrament
and inspired to undertake ever greater apostolic works.
Through Christ our Lord. Amen

Solemn Blessing

Presider Bow your heads and pray for God's blessing.
May God who has gathered us around the table give us daily bread to share.

All Amen.

Presider May we live Christ-life joyously in a world which needs hope and encouragement.

All Amen.

Presider May the Spirit who sends us out into the world to share the love of God fire our hearts with passion.

All Amen.

Presider And may Almighty God bless you, the Father, the Son and the Holy Spirit.

All Amen.

Sending Forth Song/Recessional Hymn

Local choice



Songs/Hymns



SEEING BEYOND

<p>FOR CONGREGATIONAL SINGING</p> <p>Faithful – Shawn McDonald (from the album <i>Closer</i>) Available in mp3 format on iTunes)</p> <p>I Believe in Jesus – Marc Nelson Available in mp3 format on iTunes (the Keith Matten recording is good) or by searching the web Sheet music available at www.musicnotes.com and other websites</p> <p>Increase Our Faith – David Haas (from the album <i>God Has Done Marvellous Things</i>) Available in mp3 format on iTunes Sheet music available at www.gjamusic.com and other websites</p>	<p>FOR LISTENING/ USE IN PRAYER</p> <p>Faithful – Brooke Fraser (from the album <i>Albertine</i>) Available in mp3 format on iTunes</p> <p>I Believe In You Now – Michael W. Smith (from the album <i>Live the Life</i>) Available in mp3 format on iTunes)</p> <p>I Will Have Faith in You – Sarah Hart Available in mp3 format or PDF sheet music from www.spiritandsong.com in the <i>Never Too Young</i> and other collection)</p> <p>What Faith Can Do – Kutless (from the album <i>It Is Well</i>) Available in mp3 and video format on iTunes)</p>
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FOR A SMALL GROUP OF CANTORS OR CHOIR

We Are Faithful – Ed Bolduc
Available in mp3 format on iTunes or by searching the web
Sheet music available at www.sheetmusicplus.com and other websites

OFFICIAL MUSIC VIDEO
Kutless - What Faith Can Do - <http://www.youtube.com/watch?v=u1JBSQMkQEo>





School Newsletter

The newly ordained priest Marcellin Champagnat arrived at the village of La Valla with a dream. He dreamt of a mission of educating the young country children. The authorities had reported “The young are living in the most profound ignorance and are given to the most alarming dissipation.” Education had improved and the time was ripe for Marcellin to move forward and begin his mission to the young.

The catalyst that drove his determination was his experience with a seventeen-year-old boy, Jean-Baptiste Montagne. The desperately ill boy was entirely ignorant of matters of faith and Marcellin endeavoured to prepare him for death in the knowledge of God’s love. This encounter with this adolescent boy transformed Marcellin and pushed his determination to found a group of brothers to evangelise the young, particularly those most neglected.

Marcellin was not simply concerned about providing better educational opportunities for young people. He was also preoccupied with helping to foster their religious development and their experience of God’s love. He saw education as a means for integrating faith and culture.

*We want to educate the children, to instruct them in their duty,
to teach them to practice it,
to give them a Christian spirit and attitude
and to form them to religious habits and the virtues
possessed by a good Christian and a good citizen.*

Our Marcellin inspired schools have the mission in this *Year of Faith* to stand by what he believed in. We have much to offer in this Christian mission. As Pope Francis reminds us, “If we do not confess to Christ, what would we be? We would end up as a compassionate NGO.”

On the feast of St Marcellin Champagnat it is good to ponder what we believe, and to recognise our Catholic school as that dimension of confessing Christ.





Lesson Plans



LESSON PLAN

No. 1

CHAMPAGNAT DAY LESSON PLAN - 1

THEME Seeing Beyond – Keeping Watch

Based on this year's Marist theme **iBELIEVE - SEEING BEYOND** to celebrate the *Year of Faith*. This resource is based on Marcellin's own story of keeping watch on his commitment to the young people, especially the most neglected.

KEY CONCEPTS

CHOOSING MY VALUES = CHOOSING MY CHARACTER. We are the choices we make. (See Document #1, Jeff Bezos speech)

Marcellin taught the early brothers the following:

- Marist educators are not just teachers of secular subjects, nor merely catechists.
- Marist educators raise young people with a complete education.
- We do not just impart information but accompany and stimulate the young person and form the whole person, the whole character.

EVERYONE IS RESPONSIBLE TO NURTURE EACH OTHER AND ENCOURAGE EACH OTHERS' BEST CHARACTER.

OBJECTIVES

1. To encourage students to make courageous choices which focuses beyond their own benefits.
2. To challenge students to articulate what are their most important values which they keep close watch. (What is it that motivates them?)
3. To illustrate the importance of building strong relationships with God who helps us to build good relationships with others.
4. To illustrate the importance of good relationship with others, and assist in creating close families and communities.
5. To recognise the strength of character and depth of faith of St Marcellin Champagnat, whose life was about creating a sense of fraternity amongst one another and a communion with God.

PROCESS

The time has not been included so that you may choose to use this resource as one or more lessons during Champagnat Week.

The booklet can be printed in sections to allow several classes for the activities.

Process	Resource
<p>Page 1: Colouring in. Be mindful of the RED cross, (where Champagnat stopped just before entering his first parish of Lavalla), the VIOLET flowers (a Marist symbol of Modesty, Simplicity and Humility), a small flower where one notices their fragrance/presence before actually seeing them. The RED, WHITE and BLUE French flag.</p>	<p>Workbook Page 1</p>
<p>Pages 2- 3: Saint Marcellin’s Character & Story</p> <p>Focusing only on Marcellin’s childhood, students are invited to listen to the story first and challenge them if they have retained the facts.</p> <p>Born on 20 May 1789 at LE ROSEY. Two months later 14 July 1789 THE FRENCH REVOLUTION began.</p> <p>MC was taught reading and writing at home by his mum, Mary Chirat and his aunt, Louise who was an unemployed nun due to the Revolution, known by her religious name as Sr Therese.</p> <p>MC was 12 years old on his first day of school. Most children were home taught until a certain age when their parents have no more to teach. Schools were violent places and often were staffed by violent surviving soldiers from the Revolution and Napolenic Wars. Marcellin, witnessing such violence, refused to go back to school (after his first day!)</p> <p>MC was good with his money. His dad had become bankrupt and his brothers were also not good managers. By 16, MC had saved up over 600 francs (enough for 3-4 years of tuition at the seminary).</p> <p>MC was the second youngest of 10 children but as bad as the health care was in the 18th C, four of MC’s siblings passed away and he became the youngest of 6. At 16, he was invited to study to be a PRIEST at the minor seminary (a boarding school) at VERRIERES.</p> <p>MC was a POOR student. He was taller and older than the others and also less bright. He was the butt of jokes for a while but his good character and physique quickly gained him a strong reputation as a leader. He was asked to LEAVE school at the end of his first year at the minor seminary.</p> <p>With help from praying to Mary and from his own mum, MC was allowed to return to Verrieres.</p> <p>MC was elected dorm captain and studied for another 11 years.</p> <p>MC was ordained on 22 July 1816 in Lyon at 27 years of age.</p> <p>Inspired by the death of one of his parishioners, John Baptiste Montagne, MC founded the Marist Brothers (Little Brothers of Mary) to educate the needy children of France.</p> <p>And Marist Education today is in 79 countries around the world.</p> <p>Break open the story of this young man who was born in a violent time, loved at home, witnessed violence at school, being a pragmatic farm boy, bit of a lad at school, popular with peers but struggled with school work, had great faith in Mary, applied himself with study against his shortcomings, graduated and ordained, founded a teaching order of educators.</p> <p>Invite students to discuss what type of person Marcellin would have been.</p> <p>Students to write their own responses. If time allows – share responses.</p>	<p>Workbook Pages 2-3</p>

LESSON PLAN 1

Process	Resource
<p>Go to www.values.com and click on the TV commercials to show the following ads (none are longer than 60 secs).</p> <ol style="list-style-type: none"> 1. The Greatest http://www.values.com/inspirational-stories-tv-spots/99-The-Greatest 2. The Race http://www.values.com/inspirational-stories-tv-spots/84-The-Race 3. The Classroom http://www.values.com/inspirational-stories-tv-spots/91-Classroom 4. Basketball http://www.values.com/inspirational-stories-tv-spots/106-Basketball 5. Pinata http://www.values.com/inspirational-stories-tv-spots/102-Pi-ata 6. Guitar Hero http://www.values.com/inspirational-stories-tv-spots/119-Guitar-Hero 7. Peer Pressure http://www.values.com/inspirational-stories-tv-spots/115-Peer-Pressure 8. Locker http://www.values.com/inspirational-stories-tv-spots/72-Locker <p>You may wish to show these one at a time and allow the students time to write down one word which describes the person's best character in the boxes next to their images. (More words for higher grades). Encourage the students to use words other than what is shown at the end of each ad (ie. The Greatest - use another word other than optimism).</p> <p>(Giving the students time to write also allows the teacher time to line up the next video on the net).</p> <p>Ques 9: helps the students identify what character they see as their strength. To assist some, you may wish to make comparisons with each of the videos and ask which person they can best relate with.</p> <p>Ques 10: requires a more reflective response in asking the students to recognise which character they see in Marcellin Champagnat.</p> <p>Ques 11: will invite the students to examine the people in their lives who are like Marcellin and who contributes most positively in their formation and education.</p> <p>You may wish to extend this questioning in how these people may not make you happy all the time as they challenge our comfort to bring the best out of us.</p> <p>Break this open with experiences with those people in our lives whom we may have misjudged but realised later that they were looking after us and our best intentions. (Refer to Ad Number 7: Peer Pressure).</p>	<p>Computer Internet Data Projector or smartboard. Speakers.</p> <p>(You may wish to download these links to create a Keynote / Powerpoint for a more streamline presentation.)</p> <p>Workbook Pages 4-5 Can be printed as one A3 sheet</p>
<p>Former Superior General of the Marist Brothers invited the brothers to be the living portraits of Marcellin.</p> <p>How can I reflect one quality of St Marcellin today?</p> <p>This is a reflective exercise which can be written as a prayer to be shared orally or as written and pinned around the class.</p>	<p>Workbook Page 6</p>

Process	Resource
<p>CHAMPAGNAT’S PUPPY</p> <p>There is an attached craft activity, which involves colouring in, cutting with scissors and glue/ tape.</p> <p>You will need to view the YouTube clip prior to the exercise as well as doing this activity before using it with your class.</p> <p>There are several YouTube clips based on <i>Gathering for Gardner’s dragon</i>. This is one of them: http://www.youtube.com/watch?v=pXvMeupScTs</p> <p>The attached A3 file is based on this dragon.</p> <p>It has been changed to a more friendly looking creature and you may want to name it and describe it as Marcellin’s pet puppy.</p> <p>The theme is Keep Watch and pet dogs who are loyal to their masters will keep watch with their masters and are ready to obey whatever they command.</p> <p>You may wish to use examples as sheep dogs, blind, guide dogs, therapy dogs in hospitals who are at the service of their owners.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. You may choose to play the YouTube clip first or ask the students to trust you with the surprise they will receive on completion. 2. Distribute A3 sheets, and if possible, it is better to have these printed on heavier grade cards (120-200gsm). 3. Open the discussion of great pets who listen obediently to their masters, even when the instructions may be difficult. Translate this to God as a kind master who wants the best for us but at times we forget this and don’t listen to God’s call. 4. You may wish to use the great true story of Ivan Fernandez Anaya who listened to the call of being fair rather than winning. http://www.globalpost.com/dispatches/globalpost-blogs/world-at-play/ivan-fernandez-anayas-kindness-reaffirms-faith-athletes-so 5. Invite students to write a prayer in the section next to the puppy. A prayer about listening and being true to God. 6. Invite students to colour in the puppy and use the same colour on the section around the prayer as with the puppy. (Blue Heeler, Red Dog...etc) 7. Cut out the dog and be careful of how the folds are made. (Instructions have been given with wider Mountain and Valley Folds) 8. After having constructed these creatures. Invite the students to view it with one eye covered and they will recognise the magical illusion. (Great to place them in a row somewhere in the classroom with some staring out the window.) 9. These are good reminders in the next few days/weeks in reminding the class if they are still keeping watch to what they see as important. 10. For extension, a creative writing exercise can be given in writing a story from the point of view of Marcellin’s puppy who witnessed key events, eg: Montagne Incident, Lost in the Snow...etc 	<p>A3 Handout</p>

LESSON PLAN 1 - RESOURCE HANDOUT

We Are What We Choose



These remarks are from Amazon CEO Jeff Bezos commencement speech to Princeton University Graduation Class, delivered on May 30, 2010.

As a kid, I spent my summers with my grandparents on their ranch in Texas. I helped fix windmills, vaccinate cattle, and do other chores. We also watched soap operas every afternoon, especially “Days of our Lives.” My grandparents belonged to a Caravan Club, a group of Airstream trailer owners who travel together around the US and Canada. And every few summers, we’d join the caravan. We’d hitch up the Airstream trailer to my grandfather’s car, and off we’d go, in a line with 300 other Airstream adventurers. I loved and worshipped my grandparents and I really looked forward to these trips. On one particular trip, I was about 10 years old. I was rolling around in the big bench seat in the back of the car. My grandfather was driving. And my grandmother had the passenger seat. She smoked throughout these trips, and I hated the smell.

At that age, I’d take any excuse to make estimates and do minor arithmetic. I’d calculate our gas mileage — figure out useless statistics on things like grocery spending. I’d been hearing an ad campaign about smoking. I can’t remember the details, but basically the ad said, every puff of a cigarette takes some number of minutes off of your life: I think it might have been two minutes per puff. At any rate, I decided to do the Maths for my grandmother. I estimated the number of cigarettes per days, estimated the number of puffs per cigarette and so on. When I was satisfied that I’d come up with a reasonable number, I poked my head into the front of the car, tapped my grandmother on the shoulder, and proudly proclaimed, “At two minutes per puff, you’ve taken nine years off your life!”

I have a vivid memory of what happened, and it was not what I expected. I expected to be applauded for my cleverness and arithmetic skills. “Jeff, you’re so smart. You had to have made some tricky estimates, figure out the number of minutes in a year and do some division.” That’s not what happened. Instead, my grandmother burst into tears. I sat in the backseat and did not know what to do. While my grandmother sat crying, my grandfather, who had been driving in silence, pulled over onto the shoulder of the highway. He got out of the car and came around and opened my door and waited for me to follow. Was I in trouble? My grandfather was a highly intelligent, quiet man. He had never said a harsh word to me, and maybe this was to be the first time? Or maybe he would ask that I get back in the car and apologise to my grandmother. I had no experience in this realm with my grandparents and no way to gauge what the consequences might be. We stopped beside the trailer. My grandfather looked at me, and after a bit of silence, he gently and calmly said, “Jeff, one day you’ll understand that it’s harder to be kind than clever.”

What I want to talk to you about today is the difference between gifts and choices. **Cleverness is a gift, kindness is a choice.** Gifts are easy — they’re given after all. Choices can be hard. You can seduce yourself with your gifts if you’re not careful, and if you do, it’ll probably be to the detriment of your choices.

This is a group with many gifts. I’m sure one of your gifts is the gift of a smart and capable brain. I’m confident that’s the

LESSON PLAN 1 - RESOURCE HANDOUT

case because admission is competitive and if there weren't some signs that you're clever, the dean of admission wouldn't have let you in.

Your smarts will come in handy because you will travel in a land of marvels. We humans — plodding as we are — will astonish ourselves. We'll invent ways to generate clean energy and a lot of it. Atom by atom, we'll assemble tiny machines that will enter cell walls and make repairs. This month comes the extraordinary but also inevitable news that we've synthesized life. In the coming years, we'll not only synthesize it, but we'll engineer it to specifications. I believe you'll even see us understand the human brain. Jules Verne, Mark Twain, Galileo, Newton — all the curious from the ages would have wanted to be alive most of all right now. As a civilisation, we will have so many gifts, just as you as individuals have so many individual gifts as you sit before me.

How will you use these gifts? And will you take pride in your gifts or pride in your choices?

I got the idea to start Amazon 16 years ago. I came across the fact that Web usage was growing at 2,300 per cent per year. I'd never seen or heard of anything that grew that fast, and the idea of building an online bookstore with millions of titles — something that simply couldn't exist in the physical world — was very exciting to me. I had just turned 30 years old, and I'd been married for a year. I told my wife MacKenzie that I wanted to quit my job and go do this crazy thing that probably wouldn't work since most startups don't, and I wasn't sure what would happen after that. MacKenzie (also a Princeton grad and sitting here in the second row) told me I should go for it. As a young boy, I'd been a garage inventor. I'd invented an automatic gate closer out of cement-filled tires, a solar cooker that didn't work very well out of an umbrella and tinfoil, baking-pan alarms to entrap my siblings. I'd always wanted to be an inventor, and she wanted me to follow my passion.

I was working at a financial firm in New York City with a bunch of very smart people, and I had a brilliant boss that I much admired. I went to my boss and told him I wanted to start a company selling books on the Internet. He took me on a long walk in Central Park, listened carefully to me, and finally said, "That sounds like a really good idea, but it would be an even better idea for someone who didn't already have a good job." That logic made some sense to me, and he convinced me to think about it for 48 hours before making a final decision. Seen in that light, it really was a difficult choice, but ultimately, I decided I had to give it a shot. I didn't think I'd regret trying and failing. And I suspected I would always be haunted by a decision to not try at all. After much consideration, I took the less safe path to follow my passion, and I'm proud of that choice.

Tomorrow, in a very real sense, your life — the life you author from scratch on your own — begins.

How will you use your gifts? What choices will you make?

Will inertia be your guide, or will you follow your passions?

Will you follow dogma, or will you be original?

Will you choose a life of ease, or a life of service and adventure?

Will you wilt under criticism, or will you follow your convictions?

Will you bluff it out when you're wrong, or will you apologise?

Will you guard your heart against rejection, or will you act when you fall in love?

Will you play it safe, or will you be a little bit swashbuckling?

When it's tough, will you give up, or will you be relentless?

Will you be a cynic, or will you be a builder?

Will you be clever at the expense of others, or will you be kind?

I will hazard a prediction. When you are 80 years old, and in a quiet moment of reflection narrating for only yourself the most personal version of your life story, the telling that will be most compact and meaningful will be the series of choices you have made. In the end, we are our choices. Build yourself a great story.

Thank you and good luck!

M A R C E L L I N



C H A M P A G N A T

Saint Marcellin's



Born on 20 May 1789
at _____



14th July 1789
French _____



MC was taught at home
by _____ and



MC was _____ years
old on his first day of
school



MC was good with
money. He saved
_____ from selling
sheep

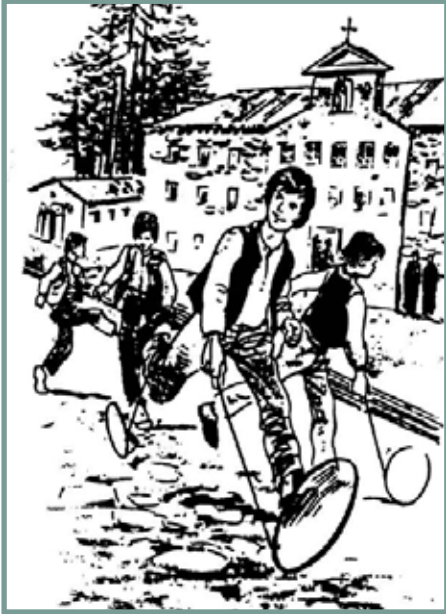


MC was the second
youngest of _____ & then
the youngest of _____.
How?



At 16, he was invited to study to be a _____ at the
minor seminary (a boarding school) at _____

Character & Story



MC was a _____ student and was asked to _____ school.



With help from _____ & his _____, MC returned to school.



MC was elected dorm captain & studied for another _____ years.



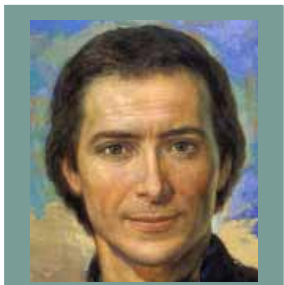
MC was ordained on the _____ at 27 years of age.



Inspired by John Baptiste Montagne, MC founded the _____.



and Marist Education today is in _____ countries around the world.



What are Marcellin's strengths shown in his childhood?

Be of good character

Watch the 8 short ads featuring these young people and write down what qualities they have which makes them people of good character.



Example:

Optimistic

Believing in himself

Enjoys his own company

Motivated to do training on his own





9. Having seen these 8 short stories, name 2 qualities which you think you have.

10. Which of these qualities are seen in Marcellin Champagnat's life?

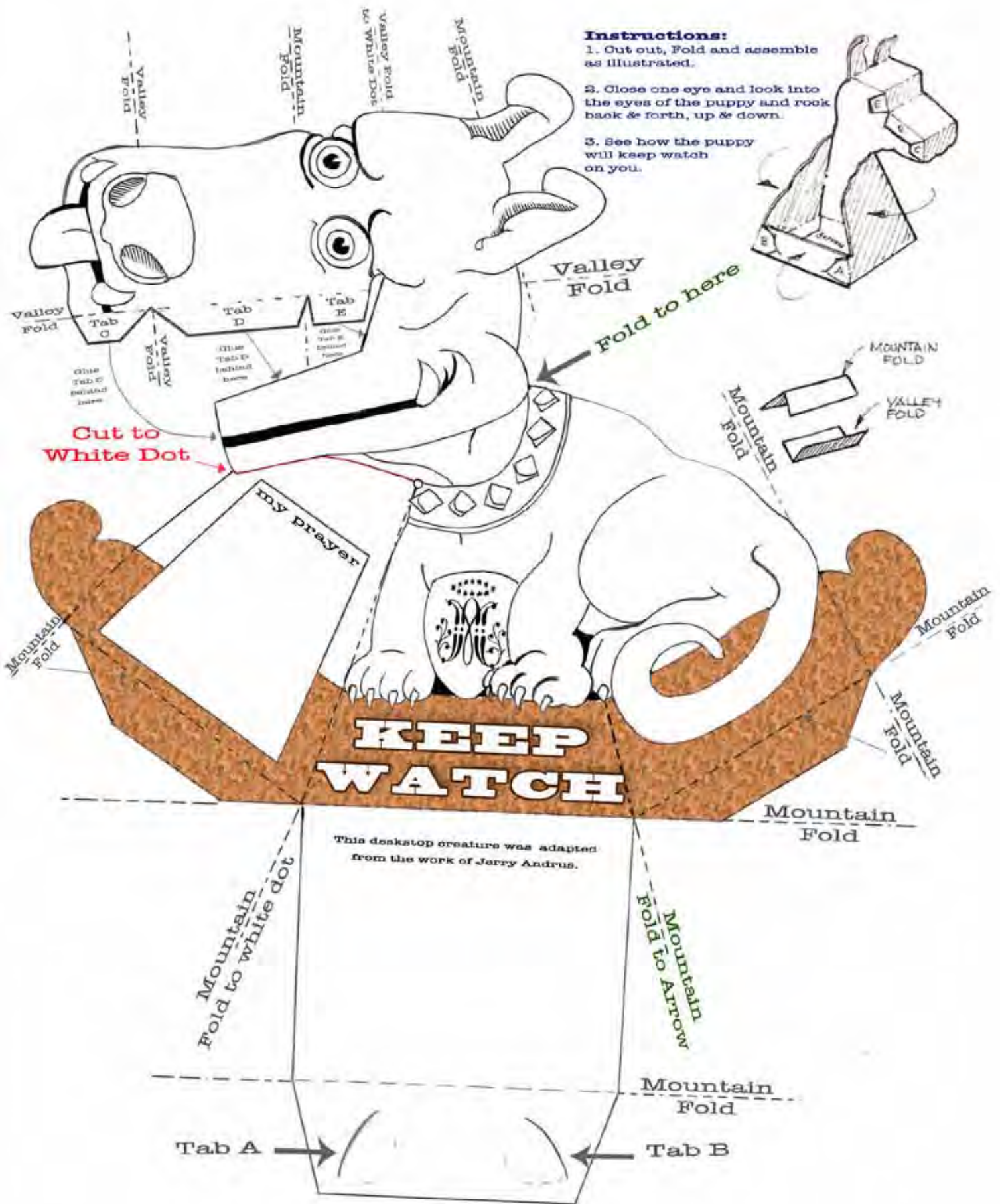
11. Who are the people in your life who also have these Champagnat qualities? How?



If I could be like Marcellin, what is the one quality I would like to have? Why?

LESSON PLAN 1 - WORKSHEET

* A3 Worksheet provided separately



LESSON PLAN

No. 2

CHAMPAGNAT DAY LESSON PLAN - 2

THEME Seeing Beyond – Finding Meaning

Based on this year's Marist theme **iBELIEVE - SEEING BEYOND** to celebrate the *Year of Faith*. This resource is based on Marcellin's own story of his trust and faith in God's Providence.

KEY CONCEPTS

SEEING IS BELIEVING and also the reverse – **BELIEVING IS SEEING**. Do I subscribe only to one way of seeing and believing?

EYES OF FAITH – Marcellin believed in the Presence of God in the word and saw the world through the eyes of Faith. This vision served him well, especially in times of darkness.

WE WALK BY FAITH AND NOT BY SIGHT – At times, we are called to stay committed to our beliefs even when we may be tempted by other's argument to give up. Refer to Champagnat's minor seminary experience and later on his idea to build the Hermitage.

BLESSED ARE THE PURE OF HEART FOR THEY SHALL SEE GOD (Mt 5:8) – Those who see good also see God and are more open to understand the concept of the Incarnation, that is, God's revelation through other people, nature, events...etc

WE LIVE OUR LIVES FORWARD AND UNDERSTAND IT BACKWARDS – Our lives have meaning even though for most of the time, we are not aware of our significance, direction and meaning. With faith in God, who does not make junk, we trust in the mystery of our lives in God's imagination.

OBJECTIVES

1. To encourage students to be open to meanings in their lives though they may not yet fully understand their identity.
2. To illustrate the importance of faith in God, trusting the mystery in living more courageously.
3. To illustrate the importance of having faith in others in becoming a fully connected member of any community.
4. To recognise the strength of character and depth of faith of St Marcellin Champagnat, who trusted God throughout his life.

PROCESS

The time has not been included so that you may choose to use this resource as one or more lessons during Champagnat Week.

LESSON PLAN 2

Process	Resource
<p>Introduce the concept of faith as seeing with new eyes. What does 'seeing with new eyes' mean? It also involves thinking with a new mind and feeling with a new heart, since all our experiences of being human (human senses) are connected.</p> <p>ACTIVITY ONE</p> <p>On the white board, challenge the students with the puzzles below one at a time. Do not give any instructions except to inform them that "I believe in you...getting the right answers to these puzzles."</p> <p>If necessary, give hints (ie It's a board game, music instrument..etc)</p> <ol style="list-style-type: none"> 1. 7 = D in a W (Days in a Week) 2. 200 = D for PG in M (Dollars for Passing Go in Monopoly) 3. 88 = PK (Piano Keys) 4. 9 = P in the SS including P (Planets in the Solar System including Pluto) 5. 12 = S of the Z (Signs of the Zodiac) 6. 0 = D at which WF (Degrees at which Water Freezes) 7. 90 = D in a RA (Degrees in a Right Angle) 8. 64 = S on a CB (Squares on a Chess Board / Checker Board) 9. 54 = C in a P with the Js (Cards in a Pack with the Jokers) 10. 30 = D in S (Days in September) 11. 5 = S on the AF (Stars on the Australian Flag) 12. 18= H on a GC (Holes on a Golf Course) 13. 1001 = AN (Arabian Nights) 	<p>White board</p> <p>or you may wish to put it onto your computer as a Keynote, Powerpoint. (Computer, data projector, smartboard etc)</p>
<p>Debrief the students in how they managed to get the answers. Direct the questions to illustrate that any form of powerful learning is preceded by confusion. However, once the pattern is discovered, it becomes easier to RECOGNISE & SEE the answers. Refer to the military intelligence's art of cracking the code during WWII with such advance machines as "The Enigma".</p>	
<p>Pose the question Can a person SEE without RECOGNISING? (eg Seeing someone in disguise, someone you haven't seen for a while, seeing an object without recognising how it can be used...etc).</p> <p>Pose the second question Can a person RECOGNISE without SEEING? (eg recognising a voice through the phone, meeting someone new and recognising you have lots in common, coming to a new school and recognising that this is a great place to be...etc).</p> <p>For advance classes, break open the Emmaus Story (Luke 24;13-35). How the disciples did not recognise Jesus but saw a man on the road and later on recognised Jesus in the breaking of the bread but no longer saw him (...and he vanished from their sight).</p>	

Process	Resource
<p>Relate to the story of Marcellin who was also once confused as a young man but had recognised God’s presence in his life and thus began to see life through the eyes of faith. Marcellin recognised and saw God in all things and people, especially the young. Marcellin recognised God’s love for all and wished for all people, especially the young to see and recognise this.</p> <p>Refer to the quote on Page 1 of the Workbook.</p>	<p>Champagnat Day Workbook.</p>
<p>ACTIVITY TWO</p> <p>Challenge the students to crack the codes and find the meanings for Champagnat Code Breaker #1.</p> <p>Choose to do this in silence individually or create some competition in pairs or small groups.</p> <p>The answers are as follows, from left column to right column, top row to bottom row.</p> <ol style="list-style-type: none"> 1. Three degrees below zero 2. End of the programme 3. Uptown or Downtown 4. I understand 5. Broken Heart 6. Corner Stone 7. Split second timing 8. Tricycle 9. Hand in hand 10. Topless bathers 11. Water (H to O) 12. Neon Lights 13. Life after death 14. Say when 15. Double Bed 16. Receding Hairline 17. See through blouse 18. Backward glance 19. She is beside herself 20. Apple turnover 21. Bermuda Triangle 22. Touchdown 23. Just between you and me 24. Too close for comfort 25. High Chair 26. Any one for tennis? 27. Banana Split 28. What goes up must come down 29. It crossed my mind 30. Man overboard 31. A round of drinks is on the house 32. Day in, day out 33. All on board 34. Three blind mice (no ‘i’s’) 	<p>Workbook Page 2 Pens</p>

LESSON PLAN 2

Process	Resource
<p>Go around the class for each individual to give answers.</p> <p>A quick debrief on what new thinking pattern emerged (ie visual pun, idioms, placement of letters). Explain that intelligence demands imagination, which is about new ways of seeing. <i>“The true sign of Intelligence is not knowledge but imagination.”</i> Albert Einstein</p>	
<p>ACTIVITY THREE</p> <p>This is a comprehension exercise with a difference. The passages have certain letters replaced with numbers which are similar in shape. There will be some difficulties at first as the students read (left brain) and try to recognise the shapes of the replaced letters (right brain).</p> <p>It will not take long to adjust as long as the students believe that it is possible. Again inform the students, “I believe in you...getting the right answers to this exercise.”</p>	<p>Workbook Pages 3 & 4</p>
<p>Process the answers:</p> <ol style="list-style-type: none"> 1. Joseph Benedict 2. John Baptist & Mary Chirat 3. 2nd youngest of ten 4. 6 survived into adulthood. 5. Marcellin’s Mum and his Auntie Louise (who was a nun, Sister Therese) 6. Marcellin began formal schooling at 12 years old. 7. Marcellin saw the teacher being violent to a student and decided to leave school for good to look after the sheep. 8. By the age of 16, Marcellin had saved up over 600 francs. 9. A Minor Seminary is a boarding school for boys hoping to become priests. These were boarding schools for boys as young as 13. 10. Verrieres. 11. Marcellin was an awkward, tall lad who was older than the others and not as smart. He was the butt of jokes, however, being bigger and of strong character, he was recognised as a natural leader and was voted to be dorm captain. 12. Student’s own reflection. (Perseverance, Staying true to your character...etc) <p>Ask students how they managed the text with its changes. Did they recognise the new pattern? A = 4 E = 3 I = 1 O = 0 S = 5 T = 7</p>	
<p>Consolidate Marcellin’s faith in God helped him see the best in others, his world and even in himself, as he had a strong sense of being called to do God’s work.</p> <p>If being a Marist student is to follow in the footsteps of Marcellin and see the world through his eyes, the eyes of a saint, can I decipher my life with recognising the pattern of God’s presence.</p>	

Process	Resource
<p>Allow students some quiet time to write their response. For some, it may be easier to re-word the 'Seeing God' with 'Experiencing God' which again, reinforces the notion of RECOGNISING without SEEING.</p> <p>At your discretion, have students share this on a one-to-one basis or in small groups.</p> <p>If time allows, share in a large group with what they recognise as common in SEEING GOD (without disclosing what was shared in the small groups, one-to-one).</p> <p>Draw their answers to some commonality, pattern (ie: unexpected, only realised, recognised later, an ordinary moment which was special because it was seen with new eyes, a sense of peace, wonder and awe, joy...etc)</p> <p>Conclude the lesson with a simple prayer to St Marcellin and invite the students to go back to the cover page and like Marcellin, we meet other students and let them know they are loved by God, not by words but by our own behaviour... Let us be Champagnat for others today.</p>	
<p>If time allows, refer to and/or play the finale song of 'Les Miserable' where the final lyrics are:</p> <p>"To love another person is to see the face of God."</p> <p>Let us see beyond each others' faces and recognise God in the people here at our school.</p>	<p>Song: Finale of 'Les Miserable'</p>



C₃ H₄ A₁ M₃ P₃ A₁ G₂ N₁ A₁ T₁ D₂ A₁ Y₄

seeing beyond...

“I cannot see any children without wanting to let them know how much Jesus loves them and how much they should, in return, love Jesus.”

Marcellin Champagnat



finding meaning...



Champagnet Code Breaker #1

Can you see beyond these puzzles to find the meanings?

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Ba.Ed
MA
Ph.D

programmE

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TIMING
TIM ING

cycle
cycle
cycle

HhAaNnDd

bathers

hijklmno

KNEE
LIGHTS

death life

when

bed bed

H A I R

blo use

ECNALG

herself/she

APPLE

M
R U
EBAD

t
o
u
c
h

j
u
s
t
you me

comfort
close comfort
close comfort
comfort

chair

nE1410s?

ban
ana

WHAT MUST

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man
board

rⁱn
d k
s
house

day
day

ALL
board

m ce
m ce
m ce

Champagnat Code Breaker #2

Your second mission is to decipher the passage below and to discover the answers to the questions on the following page.

M4RC3LL1N J053PH B3N3D1C7
 W45 BORN 1N L3 RO53Y
 TO MON513UR J34N B4P7157 4ND
 M4D4M3 M4RY CH1R47 CH4MP4GN47.

H3 W45 BORN ON W3DN35D4Y 7W3N7137H M4Y 5EVEN733N 31GH7Y
 N1N3, 7H3 53COND YOUNG357 OF 73N CH1LDR3N
 BU7 54DLY FOUR OF 7H3M P4553D 4W4Y.

45 4 CH1LD, M4RC3LL1N LOV3D 70 WORK W17H H1S H4ND ON
 F4RMWORK.

L177L3 M4RC3LL1N W45 74UGH7 HOW 70 R34D 4ND WR173 47
 HOM3 BY H15 MUM 2ND 4UN713 LOU153 (4L50 KNOWN 45 51573R
 7H3R353, WHO W45 4 51573R OF 57 J053PH).

47 TW3LVE YE4R5 OF 4G3, M4RC3LL1N W45 53N7 70 5CH00L FOR
 7H3 F1R57 T1M3. BUT AF73R 5331NG 7H3 TE4CH3R'5 V10L3NC3
 4G41N57 4N07H3R 57UD3N7, M4RC3LL1N D3C1D3D 7H47 H3 R47H3R
 574Y 47 HOM3 4ND L00K 4F73R 7H3 5H33P. H3 W45 V3RY GOOD
 4T7 7H15 4ND BY 51X733N Y34R5 OF 4G3, H3 H4D 54V3D 0V3R
 51X HUNDR3D FR4NC5.

4T 7H3 4G3 OF ONLY 51X733N, M4RC3LL1N W3N7 70 V3RR13R3S,
 WH3R3 H3 4773ND3D 7H3 M1N0R 53M1N4RY, 4 5CH00L FOR BOY5
 WHO W4N73D TO B3 PR1E57S. WH3N H3 4RR1V3D 47 5CH00L,
 H3 W45 4 T4LL 4ND 4 5HY BOY WHO W45 N07 45 SM4R7 45 7H3
 07H3R YOUNG3R L4D5. H3 W45 7R347ED 45 B17 00F 4 J0K3
 47 F1R57 BU7 B3C4U5E OF H15 G3N7L3N355 4ND B31NG 4 K1NDLY
 G14N7 F4RM BOY, H3 B3C4M3 4 L34D3R 4ND W45 3L3C73D TO B3
 7H3 DORM C4P7A1N.

H0W3V3R, DU3 70 H15 P00R 5CH00L P3RF0RM4NC3 4ND
 B3H4V10UR, M4RC3LL1N W45 45K3D 70 GO HOM3 47 7H3 3ND OF
 H1S F1R57 Y34R.

M4RC3LL1N W45 4LL0W3D 70 R37URN 70 V3RR1ERE THROUGH 7H3
 SUPP0R7 OF H1S MUM AND A LONG H0L1D4Y F1LL3D W17H 3X7R4
 TUTOR1NG FROM H15 4UNTY 4ND UNCL3 WHO W3R3 734CH3R5.

4F73R 3L3V3N Y34RS OF 57UDY, M4RC3LL1N W45 0RD41N3D W17H
 H15 CL455M4735 ON M0ND4Y TW3N7Y 53COND OF JULY 31GH733N
 51X733N.



1. What are Marcellin's middle names?

2. What are the names of Marcellin's parents?

3. What was Marcellin's position amongst his brothers and sisters? _____

4. How many of the Champagnat children survived into adulthood? _____

5. Who taught Marcellin reading & writing?

6. At what age did Marcellin begin formal schooling?

7. Describe what happened on his first day of school. _____

8. What evidence shows Marcellin had good business sense as a young man?

9. What is a Minor Seminary? _____

10. In what town was Marcellin's Minor Seminary ?

11. Describe Marcellin's early experience with the other boys at the minor seminary. _____

12. What does Marcellin's experience of his first year of study at the minor seminary teach me today in my own schooling? _____

seeing beyond

St Marcellin Champagnat saw beyond his own struggles to find meaning in recognising God's presence in the world through people and events.

Take time to reflect when you have recognised God's blessings in your life (even when it may not have seemed like a blessing at the time.)

seeing God in events such as...



seeing God in places such as...



seeing God in activities such as...



seeing God in people such as...



*“To love another person is
to see the face of God”* from ‘Les Miserables’

seeing beyond