

**VOCATION EDUCATION RESOURCES
FOR TEACHERS, CATECHISTS & THOSE WORKING WITH YOUTH
AND YOUNG ADULTS**

CURRICULUM – HIGH SCHOOL & COLLEGE

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Vocation Awareness Materials- Archdiocese of Cincinnati

Over the past 5 years, we in the Vocation Office of the Archdiocese of Cincinnati have been producing our own Vocation Awareness Materials and posting them online. The same will be true for the coming school year. Here is the link to those materials and, when they become available, the new material for this year will also be found at the same link. Materials include Lesson Plans- Primary thru *High School; Jr. High and High School Youth Ministry Lesson Plans; Young Adult Plan and Adult Faith Formation Plan.*

<http://www.cincinnati vocations.org/additional-resources/vocation-awareness-week/>
(you can find separate files for each of the materials from last year and the complete collection of materials from the previous 4 years at that page)

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Religious Life Lesson Plans

I wrote this 5-day lesson plan on vocations for use in our Marianist high schools. It was part of a project for which two of our brothers wrote elementary and middle school plans.
Sr. Nicole Trahan, FMI

Sample Theology Lesson Plan – Marianist High Schools

Religious Life Unit – Day One

Appropriate for grades 9-12

Time: One 50-minute class period

Purpose: To allow students the opportunity to consider the universal call to build the Reign of God through the gifts given to us by God and the particular call of the Marianist Family.

Objectives: Students will be able to:

1. Consider the mission of Jesus' earthly ministry.
2. Demonstrate how one's baptism connects him or her to the mission of Jesus.
3. Articulate the Marianist understanding of mission.
4. Discover the gifts they have been given to build the Reign of God.
5. Reflect on how their gifts could be utilized.

Activities:

1. Opening Activity – 5 minutes

Ask students to brainstorm people they know who they think have a mission. What do they believe these people's missions are?

2. Discussion – 20-25 minutes

Discuss as a class the following points:

- Jesus' mission was to Build the Reign of God
- He described it in many different ways, but especially through the proclamation in Luke's Gospel (Luke 4:18-19)
- Before Jesus could make this proclamation he prayed in the desert (discernment) and was baptized in the Jordan (affirmed as the beloved of God)
- We, through of our baptism, are affirmed as "beloved of God" and called to participate in Jesus' mission
- Each person has different gifts for participating in Jesus' mission
- It is not by accident that some people are good public speakers, others are good organizers, or artists, great at math or science, good listeners... those are gifts from God to be used for building the Reign of God (Note: It is important that students understand that "building the Reign of God" does not necessarily mean working for the Church, but bringing Jesus into all we do in whatever career we choose.)
- That is the mission of all baptized people – the overall, broad mission of the Church.

- When the Marianists speak of mission, typically they will call it “Mary’s Mission” – making Christ, his message, and his works present – as Mary made them present; to bring Christ to birth, so to speak.
- What’s interesting about this Marianist mission is that the mission is carried out through community and in the building of community.¹

3. Prayer service – 10-15 minutes

Begin by creating a prayerful atmosphere. Ask students to quiet themselves. You may wish to use soft instrumental music and a breathing exercise to help students focus. If your classroom allows, asking students to move to a different location or posture is recommended. Students will need a journal or a sheet of paper and a pen/pencil.

Once students are settled, guide them through the following:

- Read I Corinthians 12: 4-11 – allow a few moments of silence and repeat (either in its entirety or just particular sentences).
 - In these, or similar words, slowly reflect on the following:
 - To each of us is given different gifts by the Spirit for a bigger purpose than ourselves.
 - What are the gifts that I have been given?
 - How am I using my gifts?
 - How can I use my gifts to continue Jesus’ mission at this point in my life?
 - How might I use my gifts to continue Jesus’ mission in the future?
 - Ask students to write a reflection, prayer, poem or words that come to them related to the use of their gifts.
 - Play or sing live (depending on the students) one of these songs or something similar:
 - “Find Us Ready, Lord”- Tom Booth, OCP Publications
 - “Here I Am, Lord” – Dan Schutte, New Dawn Music
 - “Voices That Challenge” – David Haas, GIA Publications
 - “We Are Called” – David Haas, GIA Publications
 - “You Are Mine” – David Haas, GIA Publications
 - “You Have Anointed Me” – Mike Balhoff, Damean Music
 - Close with a spontaneous prayer of thanksgiving for gifts.
- ### 4. Closing Activity/homework assignment/announcements – 5-10 minutes
- As a homework assignment ask students to write a paragraph or two about their own gifts and how they are currently using them. (Or something similar) Also, assign pages 51-55 of [A Manual of Marianist Spirituality](#) by Fr. Quentin Hakenwerth, SM in preparation for tomorrow.

¹ Quentin Hakenwerth, SM, *A Manual of Marianist Spirituality* (Dayton: North American Center for Marianist Studies, 2000) 51-55.

Sample Theology Lesson Plan – Marianist High Schools

Religious Life Unit – Day Two

Appropriate for grades 9-12

Time: One 50-minute class period

Purpose: To increase the students' familiarity with religious life enabling them to distinguish religious life from other vocations to ministry in the Church and to broaden their understanding of Marianist religious life.

Objectives: Students will be able to:

1. Distinguish vocational call from job/career choice.
2. Describe the three main states in life: single, married, religious or ordained.
3. Compare and contrast ordained ministry and the religious life.
4. Define charism and relate to individual gifts from day 1 of unit.
5. Convey an understanding of the Marianist charism.

Activities:

1. Recap main points from day 1 – 5 minutes

You may choose to review the following points in an oral quiz format or a brief discussion. Points to recap:

- Jesus' mission was to build God's Reign
- We participate in that mission because of our baptism
- God has given us gifts through the Holy Spirit in order to participate in the mission in a particular way
- The Marianists are in permanent mission – Mary's mission

2. Discussion – 25 – 30 minutes

Discuss as a class the following points:

- When a person uses his or her gifts to intentionally build God's Reign he/she are following their vocation.
- People may choose to do something for other reasons – to make money, to grow more powerful, to have flexibility. If this is the case, they are choosing a job or a career, not a vocation.
- Typically, people feel called to a certain vocation. A vocation can be described as "something one can't not do." It is felt deep within a person.
- A vocation does not have to be overtly religious. A person can be called to practice law as a vocation, for example, using their gifts as a lawyer to bring the message of Christ into that realm. However, some are called specifically to serve the Church.

- There are different ways a person can continue Jesus' mission through the Church in each of three states of life: single, married, ordained/religious.
- Most of you are familiar with how people can continue Jesus' mission as a single or married person. People who are single or married are lay people or the laity. Avenues have opened since the mid-20th century for the laity to serve in the Church. (It would be helpful to name a few lay leaders from your community at this point.)
- There are also those called to serve the Church in a different way.
- Those who serve as ordained ministers, priests and deacons, are those who follow the apostolic succession of the Church and serve the Church in its sacramental needs. Priests and deacons promise obedience to bishops and remain unmarried.
- There are those who also remain unmarried and are not lay people or priests. These are those who live the state of religious life.
- Religious life is often referred to as the vowed life or consecrated life. There are religious brothers, priests, nuns and sisters. The state in life is often called the vowed life because these people profess the vows of poverty, chastity, and obedience.
- Some examples of religious congregations include the Marianist brothers, priests and sisters; Franciscan priests and sisters; Jesuit priests and many others.
- There are thousands of religious congregations. Each of them live in accordance with a charism. A charism is a particular way that a group of people lives the Gospel and continues the mission of Jesus. A charism is a gift of the spirit given to a person who founds a religious congregation and is shared in by those who join the congregation.
- Yesterday each of you considered the gifts that you've been given by the spirit. A charism is much the same, but shared in by others in the congregation.
- In recent years the Marianist charism has been articulated in many different ways. Some have said that there are 5 pillars to the Marianist charism: faith, community, Mary, inclusivity and mission.

3. Group assignment explanation 10 minutes

- Have the students form 5 groups.
- Give to each group a different aspect of the Marianist charism (one of the 5 pillars).
- Each group is to research the following:
 - Why is this characteristic considered to be a pillar for the Marianist charism?
 - In what way do Marianists live out this pillar?
 - How do we, as a Marianist school, currently make this pillar a part of our community?
 - In way(s) can we do better as a school community in making this pillar more evident?
- Each group will present their findings in a 3-5 minute presentation on day 5 of the unit.

Sample Theology Lesson Plan – Marianist High Schools

Religious Life Unit – Day Three

Appropriate for grades 9-12

Time: One 50-minute class period

Purpose: To familiarize students with the evangelical counsels and allow them to examine how they are lived in the lives of vowed Marianists.

Objectives: Students will be able to:

1. Recognize the role of religious to make visible the person and mission of Jesus.
2. Analyze poverty, chastity and obedience as lived in consecrated life in general.
3. Compare and contrast monastic and apostolic religious life.
4. Examine how vowed Marianists live the evangelical counsels and the vow of stability.

Activities:

1. Reflection/Discussion – 5 minutes

Either on the board, overhead, or LCD projector, display the following quote:

- “The Consecrated Life, deeply rooted in the example and teaching of Christ the Lord, is a gift of God the Father to his Church through the Holy Spirit. By the profession of the evangelical counsels, the characteristic features of Jesus – the chaste, poor and obedient one – are made constantly ‘visible’ in the midst of the world, and the eyes of the faithful are directed toward the mystery of the Kingdom of God already at work in history, even as it awaits its full realization in heaven.”²
- Allow the class a few moments to read and reflect on the statement.
- Use this sentence as the starting point of the lecture.

2. Lecture/Discussion – 30 – 35 minutes

Discuss as a class the following points:

- God calls each of us to help build God’s Kingdom. Some people are called to do this as vowed religious – consecrated persons.
- To consecrate means “to make or to declare something holy.”
- Those who enter religious life make a public vow – a sort of covenant with God and with a group – to make visible the Jesus’ life and mission.
- They are witnesses that living for the Kingdom of God is possible.
- As was mentioned yesterday, they profess vows of poverty, chastity and obedience.
- The vow of poverty does not mean that religious do not have what they need.

² John Paul II, Apostolic Letter on the Consecrated Life, *Vita Consecrata* (Rome, 1996), 1.

- The vow of poverty means many things:
 - Individual religious own nothing personally. The group owns all things in common. Resources are shared so that each has what he or she needs, but not necessarily everything that's wanted.
 - Their focus is on the proper use of resources – not being wasteful, sharing what they have with those in need, serving the needs of people around them.
 - With the support and challenge of their communities, religious resist materialism and consumerism choosing to live a simpler lifestyle.
- The vow of chastity is also multi-faceted:
 - On the most superficial level, it means that religious do not marry or raise a family and are not sexually active.
 - On a deeper level, this means that a religious is free to love all people non-exclusively. Instead of dedicating themselves to one person and to their personal family, they are free to embrace all people and are somewhat unencumbered by the demands of family life.
 - For many religious, like the Marianists, the community in which they live becomes like a family – with responsibilities to those with whom they live. However, it is different because they are a community of adults with equal standing.
- Which leads to our last vow, obedience:
 - The word obedience comes from the Latin word for listening – this is the crux of the vow. It means listening to the many ways God “speaks” to an individual and to a community and then following that call.
 - The vow of obedience calls religious to discern in community before decisions are made ensuring that together they are moving in the direction that is best for bringing about God’s Reign.
- There are two main ways that religious can live and serve in building the Kingdom:
 - Monastic Life – women who live this life are called nuns and men who live this life are often called monks. These women and men devote their lives of ministry to praying for the needs of the world. They also make a commitment to live in the community they enter (the monastery, typically) for their entire life as a religious. They also typically have a ministry they do from home (for example, many Trappist monks make and sell cheese, jams, and caskets).
 - Apostolic Life – these sisters, brothers, or priests have ministries out side their homes – as teachers, doctors, nurses, lawyers, administrators, parish administrators, missionaries, and other ministries. Unlike the monastic congregations, apostolic religious do not make a commitment to live in the same place they entered the congregation. Therefore, they could move anywhere the ministry calls them.
- The vowed Marianists sisters, brothers, and priests are apostolic religious. They work outside the home in high schools, parishes, hospitals, homeless shelters, universities, retreat centers and many other ministries.
- In addition to the 3 evangelical counsels, though, vowed Marianists also profess a 4th vow – the vow of stability. This vow, according to Fr. Chaminade, “... this is really the distinguishing mark and family trait of our two orders. We are in a particular manner the auxiliaries and the missionaries of the Blessed Virgin in the great work

of the reform of morals, and in the preservation and propagation of the faith... The Blessed Virgin makes us the depositaries of her ingenuity in working out the designs of her almost infinite charity, and we profess to serve her faithfully to the end of our life, and to carry out punctually all that she asks of us.”³

3. Closing prayer 3- 5 minutes

Begin by creating a prayerful atmosphere. Ask students to quiet themselves. Once students are settled, guide them through the following (or something similar):

“Lord we thank you for the many ways you have given us to help bring about your Reign. We especially thank you for the ways you have blessed the Church and our world through the prayer and work of dedicated religious. Please open the hearts and minds of those who may be called to live this life. May they have the courage to say ‘yes’ to the journey of serving you as religious sisters, brothers or priests. We pray this asking for Mary’s intercession and through Jesus – the poor, chaste and obedient one. Amen.”

4. Closing Activity/homework assignment/announcements – 3-5 minutes

If you are able, provide your students with a copy of Fr. Chaminade’s *Letter to the Retreat Masters* of 1839.

Note:

- For more information on the vows, Monastic or Apostolic Religious Life, please see the attached list of resources.
- For the next day’s lesson, the students will need to bring with them the group research they have been working on since day 2 of the unit.

³ William Joseph Chaminade, *Letter to the Retreat Masters*, 24 August, 1839.

Sample Theology Lesson Plan – Marianist High Schools

Religious Life Unit – Day Four

Appropriate for grades 9-12

Time: One 50-minute class period

Purpose: To expose students to the many ways Marianist Religious serve our Church and our world.

Objectives: Students will be able to:

1. Illustrate that “Religious life is more about who a person is than what the person does.”
2. Discuss examples of the ways Religious, especially Marianists, minister.

Activities:

1. Slideshow Presentation/DVD – 10 minutes
 - Begin class with a brief discussion on their perceptions of people in religious life.
 - Then show the enclosed DVD – a slideshow presentation set to music depicting the various ways religious serve. This DVD plays best in a computer drive.
2. Discussion – 20 minutes
 - Ask the students what they saw – What surprised them? What excited them? What questions did it raise?
 - For the most part, religious are not involved in any ministries in which the laity are not involved. However, it is more about who they are than what they do:
 - They are a “force of prayer” for our world and our church.
 - They serve as a witness that being faithful to God and putting God first is possible. They show us that life is not just about making more money and getting ahead.
 - They serve as a prophetic voice in the Church. Religious help the Church “see” the needs of the world and hold the larger Church accountable to serve the deep needs of the world.
 - Because of their vows, they are free to serve and to love in any way that God calls them.
 - Marianists often state that the quality of their presence is more important than their work.⁴
 - A brief question and answer period may be helpful at this point.
3. Group work – if time allows (up to 15 minutes)
 - Allow students the opportunity to meet with their small groups to bring closure to the presentations for the following day.

⁴ Quentin Hakenewerth, SM, *A Manual of Marianist Spirituality*, (Dayton: North American Center for Marianist Studies), 18-20.

Sample Theology Lesson Plan – Marianist High Schools

Religious Life Unit – Day Five

Appropriate for grades 9-12

Time: One 50-minute class period

Purpose: To allow students the opportunity to learn from one another about the Marianist charism and to introduce the students to the larger Marianist family.

Objectives: Students will be able to:

1. Present findings on an aspect of the Marianist charism.
2. Identify and describe the branches of the Marianist family.

Activities:

1. Group presentations – 3-5 minutes each
 - Each group will present the following about the congregation they were given:
 - Why is this characteristic considered to be a pillar for the Marianist charism?
 - In what way do Marianists live out this pillar?
 - How do we, as a Marianist school, currently make this pillar a part of our community?
 - In way(s) can we do better as a school community in making this pillar more evident?
2. Discussion – 15-20 minutes
 - Explain to the class that not all people who are attracted to the Marianist charism are necessarily called to the vowed life of a brother, priest or sister.
 - The Marianist family has three main branches: The Society of Mary (Marianist Brothers and Priests), the Daughters of Mary Immaculate (Marianist Sisters), and the Marianist Lay Communities (MLCs).
 - Give copies of the brochure “The Marianist Family” (available through the Society of Mary Vocations Office in St. Louis). Go through the brochure together.
 - Note: It would be helpful, if possible, to have a Lay Marianist, Marianist Brother/Priest and/or Sister visit your classroom on this day.
3. Wrap-up – 5 minutes

Explain to the students that religious life is a viable option for them and that if religious life is something they could see themselves doing in the future, encourage them to explore their options:

 - Explore the websites of various congregations.
 - There are currently 100s of blogs maintained by people in religious life on which they write about their experiences, joys and struggles with the life. One example is by Marianist Sister, Nicole Trahan, www.sisternicole.blogspot.com. Another is by Marianist Brother, Brian Halderman, <http://www.brianhalderman.net/>.

- Seek advice from a trusted adult – priest, brother, sister, deacon, campus minister, theology teacher etc.
 - Provide copies of the brochures of the Marianists Sisters, Brothers & Priests.
4. Closing Prayer – if time allows (up to 5 minutes)
- Close with the following, or similar, prayer for vocations.

“Creator God, life is your gift to me.
Through Baptism, you invite me to share the gift of my life
in service to others.
Be with me as I choose each day
to show Your presence in our world.
Give me the courage and generosity
to respond to Your love, to Your call.
I pray especially for those who serve You
as priests, brothers, sisters, deacons and lay ministers.
Keep them close to You.
Open the minds and hearts of many other men and women
that they may accept Your challenge to build the Kingdom.
Amen.”
(National Catholic Vocation Council)

Submitted By:

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<http://sisternicole.blogspot.com>
www.marianistsisters.org

Lesson Plan – Our Gifts and Talents: Clues to our Vocation

Lesson Ideas:

God gave us our gifts and talents to use and to develop in the service of His Kingdom. (See the article “Tending our Talents” by Hilary Kimes that follows the Talents Questionnaire.) If we can name our gifts in all honesty and humility, we may be able to see a bit more clearly in the direction God is leading us.

Help your students to compose some lists of talents needed and/or used by Priests, Deacons, Brothers, Sisters, Married Couples, and Single Persons. Remember inner qualities like being a good listener as well as the more visible gifts like juggling. (Brad and Gene of Apex Ministries definitely use juggling in God’s service!) Remember that there are priests who serve in the military as chaplains and there are men and women religious who are surgeons and nurses.

Have the students use the “Talents Questionnaire: A Self Help Quiz” to make a list of their own gifts and talents. Have them try to notice if any of their findings may point toward a particular vocation.

Closing:

Pray a Vocation Prayer together, especially one that praises God for our gifts and talents.

Submitted By:

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TALENTS QUESTIONNAIRE
A SELF HELP QUIZ

1. Good friends count on each other for lots of things. What do YOUR friends count on YOU for?
2. What do you do for your PARENTS or guardians to help them out when you have time?
3. IF one of your friends at school were to BRAG about you, what would they say?
4. IF YOU felt totally comfortable bragging about yourself, what would YOU brag about? What are you most PROUD of?
5. What GOOD QUALITIES did you inherit from your family?
6. What COURAGEOUS things have you done that you feel good about?
7. What DIFFICULTIES or barriers have you overcome, to get where you are now?
8. What CREATIVE things have you done that you feel good about?
9. Describe something you DESIGNED, CREATED, built, made, or fixed up, that gave you a strong sense of satisfaction. Tell why you feel good about it.
10. Which subjects are you best at in school? Why do you like those courses?
11. What PRAISE or acknowledgment have you gotten from your teachers?
12. What do you KNOW so well--or DO so well--that you could teach it to others? What's the main TIP you'd tell people about how to do it SUPERBLY?
13. Name about TEN QUALITIES or characteristics of OTHER people that you most respect or admire.
14. Think of a PROBLEM that came up that had other people stumped, but that YOU were able to do something about, to improve the situation. What did YOU do? What does that say about you?
15. If you suddenly disappeared for 3 months (say the US government sent you on a SPY MISSION!) what would your friends and family MISS most about you? How would their lives be more difficult, less fun, if you weren't there to help?
16. Which of the qualities you named in question #13 above are also true about YOU? For each of those qualities, tell what you DO that gives people the impression that you have that quality.

Source: "How to Uncover Your Skills and Special Talents : A Self-Help Quiz for High School Students"
Taken from Yana Parker's
Resume Workbook: For High School Students

Submitted by: Sr. Lorraine Aucoin, pm

Article: *TENDING OUR TALENTS* - By Hilary Kimes

God is most pleased when we use our natural abilities for His glory.

One of the things I like best about shopping is finding the perfect gift for someone special. I'm thrilled when that person delights in my gift. If someone obviously does not appreciate the gift, I'm crushed.

How similar God must feel when we neglect the perfect gifts He gives us. As a loving Father, He created us with natural abilities and strengths and then, on top of that, bestowed spiritual gifts as well. Why has He done this? God granted us gifts and abilities so we can serve others, as well as give part of ourselves back to Him. "And He gave some as apostles, and some as prophets, and some as evangelists, and some as pastors and teachers, for the equipping of the saints for the work of service, to the building up of the body of Christ" (Ephesians 4:11,12).

In receiving these gifts and abilities, we have several choices: We can set them aside in disappointment and pursue something that looks better in our own eyes; we can develop them for personal gain; or we can cultivate and practice them as our own gifts back to God. When it comes to long-term fulfillment, however, we find greatest satisfaction when our gifts and abilities are used as intended, with grateful glances toward the Giver.

Some people claim they don't have any special talents or gifts, or they don't pursue discovering them. But God desires every member of the body of Christ to use the abilities He divinely gave; therefore each believer has the responsibility to seek out and discover God-given talents. Doing this can launch a lifetime of enjoyable stewardship and service to God.

One way to recognize our talents is to notice things we excel at and enjoy doing. Another is to ask close friends or family members which areas they see as our strengths. Yet a third is to take one of the various tests that measure our strengths and weaknesses, as well as reveal spiritual gifts.

After recognizing our talents, however, we may compare ourselves to others and react in disappointment. Instead of trusting that our "Father knows best," we compare God's gifts for us to unrealistic personal or social expectations. Society may favor certain talents, but they might not suit us as individuals. By failing to look at a gift's true value, we not only cheat ourselves, but we cheat God as well. "Isn't He, the Potter, greater than you, the jars He makes?" asks Isaiah 29:16 (Living Bible). "Will you say to Him, 'He did not make us'? Does a machine call its inventor dumb?" God has created us for a purpose we should follow the direction He lays out.

Others develop their talents for personal gain. In today's "me" society, some overlook the fact that God holds all responsibility for our talents. They take the credit for themselves, either because certain things have come easily or because they worked hard for their accomplishments. Yet when we selfishly take credit for what God deserves, we fail as faithful stewards to God. Many fall into this trap because of pride and the attractions of success. When this happens, God probably feels as I would if I were to give a child an art kit and the child painted for others but never for me.

Article: *TENDING OUR TALENTS* - Continued

Consider how pleased God must be when His children use the gifts He's given to honor Him. The apostle Paul is a good example of someone who used his talents for himself first and then for God. When we first read in the Book of Acts about Paul (then called Saul), he was using his zeal, passion and gift of teaching to persuade people not to follow God. In fact, he persecuted and imprisoned those who believed in Christ. But after he met Christ in a personal way and was filled with the Holy Spirit, Paul used those same gifts to help lead many people to Christ.

It was the apostle Paul who wrote so much in the New Testament about our gifts and talents and the use of them. Paul's life wasn't easy once he began using his gifts for God's purposes, but he experienced the joy, peace and contentment that come when we serve God in the way He's gifted us to do. We should also consider our relationships as we look at stewardship of our talents. Think of your relationships with friends and family members are you using your talents to help them follow Jesus? God has given us the talents we have so that we can help strengthen others.

When people use their abilities for God, an exciting thing occurs a diverse yet unified body functions more efficiently and serves as a better witness to the value and joy of following Christ. Since every person possesses different abilities and spiritual gifts, the body of Christ can fully function only when everyone takes advantage of what God has given them. Romans 12:6 tells us, "And since we have different gifts that differ according to the grace given to us, let us exercise them accordingly."

Each of us should be content with what God has given and exult in our own uniqueness. "Now there are varieties of gifts," Paul said to the Corinthians, "but the same Spirit. And there are varieties of ministries, and the same Lord. And there are varieties of effects, but the same God who works all things in all persons" (1 Corinthians 12:4-6).

When everyone does what he or she has been created to do, God's will is also accomplished more readily. In fulfilling the Great Commission, for example, if all believers were to apply their specific talents to the task of making disciples, the gospel would spread more quickly and have a greater impact.

Luke was a man who understood stewardship. As a physician, he was most likely exact, and he used this precision to write detailed accounts of Jesus and the beginning of the church. Luke wrote his gospel "so that you might know the exact truth about the things you have been taught" (Luke 1:4). By willingly using his ability to clearly present facts, an accurate account has been preserved throughout time.

And we today, by opening our hearts to the gifts God has given us, can not only further God's kingdom and find greater fulfillment in life, but can also give a heartfelt "thank you" to the one who so graciously bestowed upon us so many gifts in the first place.

For more information about spiritual gifts, check your local Christian bookstore. One test used by some Campus Crusade staff members is the Wesley Spiritual Gifts Questionnaire from the Fuller Institute. To order one, call 1-800-238-5537. *Hilary Kimes, a 1996 summer intern at Worldwide Challenge, studies journalism at Otterbein College, in Westerville, Ohio.*

Study Questions

1. List what you consider to be your special abilities. In light of 1 Corinthians 12, what should your attitude be toward them? Are you using them for God's purposes?
2. Are you thankful for your gifts? Do you envy anyone for their talents? Ask God to show you how to be a grateful steward of the abilities He's uniquely given you.
3. How can you help others recognize their talents and be good stewards of them?

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COLLEGE

“Whispers, Nudges, and a Couple of Kicks”

This curriculum guide is designed for those who teach and practice discernment. It is available from the Office of Campus Ministry at the address below my signature for \$19.95 plus \$4.05 shipping and handling (\$24) for those outside of KY. Kentucky residents, please add 6% sales tax or include tax exempt number with the check. Orders must be pre-paid unless prior arrangements are made. All proceeds go to our alternative spring break domestic trips.

The guide was designed for a traditional semester course for college-aged young adults, but it is *adaptable to high school* and there are suggestions for using portions of it for 3 or 5 day retreats.

Submitted By:

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For Serious Inquirers

I've compiled a curriculum using “Grant Me a Discerning Heart” and Religious Life categories and questions/ with scripture reflections that I've created for those seriously inquiring. It is a 7 or 14 month process (depending on where the inquirer is at in the process prior to entrance).

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