

EXPERIENCE

THE SAINTS

ACTIVITIES FOR MULTIPLE INTELLIGENCES

LEADER OVERVIEW

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The Pastoral Center

Dedication

To Dr. L. Edward Phillips and Rev. Sara Webb Phillips – Ed and Sara,

... thanks for your faithfulness in sharing God's love. P.V.W.

To the Wisecup children: Marie, Madelaine, Sarah, Nathalie, and Paul,

... my great-nieces and great-nephew who are saints in the making. A.L.L.

Special Thanks

To Judith Harris Chase ...

... for contributing ideas for many of the learning activities in this resource.

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CONTENTS

Introduction	5
Another Book on the Saints • One Life, Eight Lessons • How to Use the Lessons • Remember the Reason	
Multiple Intelligences Theory	9
Understanding Multiple Intelligences	11
Bodily/Kinesthetic Intelligence • Interpersonal/Relational Intelligence • Intrapersonal/Introspective Intelligence • Logical/Mathematical Intelligence • Musical/Rhythmic Intelligence • Naturalist Intelligence • Verbal/Linguistic Intelligence • Visual/Spatial Intelligence	
Methods & Multiple Intelligences by Saint	15
St. Agnes • St. Catherine of Siena • St. Francis of Assisi • St. Hildegard of Bingen • St. James the Greater • St. Joan of Arc • St. Margaret of Scotland • St. Patrick • St. Peter • St. Scholastica • St. Thomas Becket	
Scripture	23
Old Testament • New Testament	
Options for Whole Family Catechesis	24
About the Authors	25

INTRODUCTION

Another Book on the Saints

Stories of the lives of the saints have inspired writers and their readers since the beginning of Christianity. Resources about biblical, historical, and contemporary people of faith crowd the aisles of bookstores, line the shelves of libraries, and fill the pages of websites. Why, then, would anyone need to publish yet another book about the saints? The answer is simple: the stories of the saints deserve to be kept alive and fresh for readers in each generation.

As today's educators discover more about how learning takes place, new approaches enrich old methods. One theory, Multiple Intelligences, has inspired great changes in educational practices. Howard Gardner, Educational Research Professor at Harvard Graduate School of Education, introduced the concept of Multiple Intelligences to explain the ways that people learn. This theory has been readily embraced by religious and secular school systems as a model to incorporate into all classrooms. By applying the concept of Gardner's Multiple Intelligences Theory, this book attempts to find meaningful applications of "old" stories of faith to "new" situations and challenges of life.

One Life, Eight Lessons

Based on the stories of twelve biblical and historical saints, this resource offers information on the saint's lives as well as their legacy, using lessons centered around eight ways that people learn.

This series highlights twelve saints:

- ▶ Saint Agnes [January 21]
- ▶ Saint Catherine of Siena [April 29]
- ▶ Saint Clare [August 11]
- ▶ Saint Francis of Assisi [October 4]
- ▶ Saint Hildegard of Bingen [September 17]
- ▶ Saint James the Greater [July 25]
- ▶ Saint Joan of Arc [May 30]
- ▶ Saint Margaret of Scotland [November 16]
- ▶ Saint Patrick [March 17]
- ▶ Saint Peter [June 29]
- ▶ Saint Scholastica [February 10]
- ▶ Saint Thomas Becket [December 29]

To tell their stories, each chapter contains nine parts. It begins with an overview of the life of the saint. In addition, eight activities—based on Howard Gardner's Multiple Intelligences—explore

the lessons to be learned about and from each person of faith. Sample activities for each of the eight intelligences include:

- ▶ Bodily/Kinesthetic - Dance/Gesture/Movement, Drama/Clown/Mime, and Puppetry
- ▶ Interpersonal/Relational - Culinary and Games
- ▶ Intrapersonal/Introspective - Creative Writing and Prayer
- ▶ Logical/Mathematical – Games
- ▶ Musical/Rhythmic - Music and Rhythm Stories
- ▶ Naturalist - Architecture and Photography
- ▶ Verbal/Linguistic – Storytelling
- ▶ Visual/Spatial - Art and Banners/Textiles

Every lesson plan is organized into three parts: Learn, Locate, Lead.

- ▶ *Learn* presents a short description of the theme of the activity and describes what the students will experience.
- ▶ *Locate* provides a list of supplies and preparations needed to present the learning challenge.
- ▶ *Lead* details the directions for successfully guiding a group through the design.

Each of the eight intelligences is explained in detail later in this book.

- ▶ "What is it?" summarizes the specific way of knowing.
- ▶ "How do people with a specific intelligence learn?" offers information about the way that a person processes information.
- ▶ "What methods should be used to teach learners with a particular intelligence?" provides suggestions for learning activities.

How to Use the Lessons

Perhaps you have some questions about using this resource. Let's consider a few ways that this book will be helpful to the volunteer teacher leading a religion lesson in a parish setting or to the professional educator adapting this information to use in a parochial school classroom.

Maybe you are one of those religious education teachers who work from a prescribed curriculum or a purchased textbook to teach a class. The instructions are clear about what story to tell and the basic information that you need to convey, but you are looking for a way to make the lesson more meaningful as well as more memorable.

Your assignment every March, for example, might be to teach the story of Saint Patrick, whose Feast Day is observed on the seventeenth. Knowing the group you work with, you want to enhance the basic lesson you were given which focuses mostly upon comprehension of biographical information. You want to involve the learners in the story so that they will appreciate the thrill and challenge of God's plan for Patrick's life as well as appreciate God's plan for their lives. That's the point at which this book becomes an extremely helpful resource.

Thinking about the story of Saint Patrick, then, you would review the eight techniques presented in the unit on him. From the options, you would choose one or more that would be most helpful. For example, to give the students the most information about Patrick, you might choose the first-person story. To help them to experience and attach personal meaning to Patrick's spirituality, you could teach them the gestures to accompany a song based on his "Peace Prayer." To explore the church's teaching on the Trinity, you might select Patrick's explanation of the shamrock and have the learners make a triptych. Depending upon your situation, you could "layer" the learning by using one technique a week; or, if time were limited, you could prepare a single lesson with one or more activities to reinforce the learning. The activities offered can be used to open, enrich, expand, or conclude any lesson.

Let's consider another situation. You may be a religious educator who is free to select the story you wish to tell based on the calendar of saints or the emphasis of a particular program. However, just knowing the focus of a lesson is not enough. Effective teachers know that a lesson has key elements that guide student learning from the introduction of an objective to a meaningful outcome. They accept responsibility for planning each lesson, much like an accomplished cook plans a balanced menu from appetizer to dessert.

You decide, for instance, that you want to focus a fall "back-to-school" lesson around the life of Saint Hildegard of Bingen, whose Feast Day is commemorated on September 17. Knowing your group, you decide that you want to use an interactive approach to convey the importance of offering our gifts to God. This book can help you plan each key element of a successful lesson. You want to find something "catchy" to help introduce the lesson and the objective. So, you sift through the eight activities contained in the unit on Saint Hildegard and select a game as the opener. Deciding that you first want to introduce Hildegard and her background, you choose to begin with the "Logical/Mathematical" approach of the matching game. Next, to convey Hildegard's emphasis on a life of prayer, you select the "Intrapersonal" activity of creating a prayer candle. However, if your group requires a more active approach, you could select the "Naturalist" project and have them create puppets to express Hildegard's concern and care for the environment. Finally, you want to tie learning about Hildegard's gifts to an invitation to the students to offer their own talents to God. You choose the "Bodily/Kinesthetic" suggestion as a closing activity, using the writings of Hildegard to inspire students to think about God's role in their own lives.

The beauty of this series, and the units in it, is that no matter the teaching situation and no matter the lesson assigned you can use and reuse the contents to find a fresh approach to teaching the lesson and, ultimately, to helping your learners make the saint's story their story. Jesus used "Multiple Intelligences" before it was educational theory. Jesus improvised the lesson based on his listeners and their needs. While none of us can expect to teach like the Master, we can adopt a more flexible approach that allows creativity and innovation to guide our lesson preparation and presentation.

While the activities in this series are mainly intended for learners in a classroom, they may be easily adapted for use with children, youth, or adults in small or large group settings. They are ideal for religious education classes, parochial school programs, vacation Bible school courses, confirmation sessions, intergenerational events, youth group meetings, retreat settings, family devotions, home schooling lessons, and more.

Remember the Reason

So, although the stories of the saints have been told, re-told, written about, and re-written countless times, this series offers participants an opportunity to explore and experience the message anew. As you use this resource, may you find many ways to share biblical stories, historical stories, and your own personal stories in order to keep alive the purpose of every saint: to make it easier for others to believe in God.

MULTIPLE INTELLIGENCES THEORY

"Learning Styles" is not a new concept in Christian Education. Teachers have known for years that students learn in different ways—especially through auditory, visual, and kinesthetic experiences. An anonymous quote reminds the educator that people learn by hearing, seeing, and doing:

- ▶ "I hear—I forget
- ▶ I see—I remember
- ▶ I do—I understand."

Other statistics suggest that people learn:

- ▶ 10% of what they read
- ▶ 20% of what they hear
- ▶ 30% of what they see
- ▶ 50% of what they both see and hear
- ▶ 70% of what is discussed with others
- ▶ 80% of what they experience personally
- ▶ 95% of what they teach to someone else.

Because of work by Howard Gardner, Educational Research Professor at Harvard Graduate School of Education, and others, the buzz word for "Learning Styles" has become "Multiple Intelligences." Gardner defines intelligence as "the ability to solve problems or fashion products that are of consequence in a particular cultural setting." Intelligence is not a static reality that is fixed at birth. It is a dynamic, ever-growing, changing reality throughout one's life. Intelligence can be improved, expanded, and amplified. The only limits to one's intelligence seem to be individual beliefs about what is possible. Gardner's research suggests that each person possesses at least eight "intelligences"—eight distinct ways to learn and know about reality. These include:

- ▶ Bodily/Kinesthetic
- ▶ Interpersonal/Relational
- ▶ Intrapersonal/Introspective
- ▶ Logical/Mathematical
- ▶ Musical/Rhythmic
- ▶ Naturalist
- ▶ Verbal/Linguistic
- ▶ Visual/Spatial

(Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, 1985.)

Through the years, people have simplified the names of the eight Multiple Intelligences to user-friendly titles such as:

- ▶ Body Smart
- ▶ People Smart
- ▶ Self Smart
- ▶ Logic/Number/Reasoning Smart
- ▶ Music/Sound Smart
- ▶ Nature Smart
- ▶ Word Smart
- ▶ Picture Smart

It is important to remember that the eight ways of knowing, the multiple intelligences, are interconnected. Each person has preferred ways of acquiring and processing information, but the best learning takes place when the student experiences learning in all eight ways, that is, when teaching methods include integration of the two sides of the brain—left and right—into a unified whole—the whole brain. (Lazear, David. *Seven Ways: The Artistry of Teaching with Multiple Intelligences and Seven Ways of Knowing: Teaching for Multiple Intelligences*. Palatine, IL: IRI/Skylight Training and Publishing, Inc., 1991.)

Information about each of Gardner's eight intelligences is provided as a tool for teachers to use in religious education settings. "What is it?" summarizes the specific way of knowing. "How do people with a specific intelligence learn?" offers information about the way a person processes information. "What methods should be used to teach learners with a particular intelligence?" provides suggestions for learning activities. (Bruce, Barbara. *7 Ways of Teaching the Bible to Children*. Nashville, TN: Abingdon, 1997.) Use the information and ideas as springboards to help students learn through all of their God-given capacities.

UNDERSTANDING MULTIPLE INTELLIGENCES

Bodily/Kinesthetic Intelligence **Body Smart**

What is Bodily/Kinesthetic Intelligence?

The capacity to use one's whole body to express ideas and feelings and the facility to use one's hands to produce or transform things.

How Do People with Bodily/Kinesthetic Intelligence Learn?

Becoming physically involved with the information to be learned. Needs to move or manipulate objects to have a successful learning experience. Requires "learning by doing." Too much sitting or inactivity will cause this student to tune out.

What Methods Should be Used to Teach Bodily/Kinesthetic Intelligence Learners?

- ▶ Arts, Crafts, Inventions
- ▶ Body Language
- ▶ Creative Movement, Dance, Sign Language
- ▶ Drama, Motions, Pantomime, Puppets, Role Play
- ▶ Exercises, Physical Activities, Sports

Interpersonal/Relational Intelligence **People Smart**

What Is Interpersonal/Relational Intelligence?

The ability to perceive and make distinctions in the feelings, moods, intentions, and motivation of other people. Sensitivity to facial expressions, gestures, and voice. Motivation and learning stem from bouncing ideas off others and from cooperative learning tasks. Prefers to work with others on a project or shared study.

How Do People with Interpersonal/Relational Intelligence Learn?

Talking with others. Cooperative, group, paired, or team learning helps this student flourish. Is stifled by introspection and long periods of silent study.

What Methods Should Be Used to Teach Interpersonal/Relational Intelligence Learners?

- ▶ Answering questions
- ▶ Brainstorming ideas
- ▶ Comparing and contrasting ideas
- ▶ Cooperative learning, Group projects, Team activities
- ▶ Interviews, Dialogue, Discussion
- ▶ Playing cooperative games

Intrapersonal/Introspective Intelligence

Self Smart

What Is Intrapersonal/Introspective Intelligence?

The ability to act adaptively on the basis of self-knowledge and a capacity for self-understanding. Being aware of one's dreams, feelings, inner moods, intentions, intuition, motivations, and spirituality.

How Do People with Intrapersonal/Introspective Intelligence Learn?

Working alone on projects. Will choose to reflect and be self-directed in their learning paths.

What Methods Should Be Used to Teach Intrapersonal/Introspective Intelligence Learners?

- ▶ Centering, Guided Imagery, Meditation
- ▶ Emotional processing
- ▶ Identifying with characters in a story
- ▶ Journaling
- ▶ Research projects
- ▶ Silent reflection, centering, and inward journey
- ▶ Thinking strategies
- ▶ Working alone

Logical/Mathematical Intelligence

Logic/Number/Reasoning Smart

What Is Logical/Mathematical Intelligence?

The capacity to use numbers effectively and to reason well. This includes sensitivity to logical patterns and relationships. Enjoys meeting a new challenge or problem solving.

How Do People with Logical/Mathematical Intelligence Learn?

Categorizing and classifying things. Deductive and inductive reasoning processes. Rational thinking is the primary tool used in learning. Finds it difficult to function in arenas of confusion or chaos, too much repetition, and unspecified goals.

What Methods Should Be Used to Teach Logical/Mathematical Intelligence Learners?

- ▶ Codes, Games
- ▶ Experiments
- ▶ Exploring patterns and relationships
- ▶ Field Trips
- ▶ Graphic organizers
- ▶ Number and word puzzles
- ▶ Problem solving and sequencing

Musical/Rhythmic Intelligence

Music/Sound Smart

What Is Musical/Rhythmic Intelligence?

The capacity to perceive, discriminate, transform, and express musical forms.

How Do People with Musical/Rhythmic Intelligence Learn?

Using rhythm, melody, and music combined with the information to be learned. Enjoys being surrounded by sound and rhythm and understands these as learning tools. Long reading or writing assignments, lectures, and large amounts of seat work are boring and cause stress to this type of learner.

What Methods Should Be Used to Teach Musical/Rhythmic Learners?

- ▶ Bible verses set to music
- ▶ Experiencing nature sounds
- ▶ Humming, singing, and listening to music
- ▶ Learning hymns and musicals
- ▶ Listening to and learning story songs
- ▶ Making and playing instruments
- ▶ Writing new words to familiar tunes
- ▶ Writing or performing musical compositions

Naturalist Intelligence

Nature Smart

What Is Naturalist Intelligence?

The capacity to appreciate, enjoy, and understand the natural world, especially the ability to nurture animals and plants and to observe and organize patterns in the natural environment.

How Do People with Naturalist Intelligence Learn?

People who exhibit strength in the naturalist intelligence are very much at home in nature. They enjoy being outdoors, camping, and hiking, as well as studying and learning about animals and plants. They can easily classify and identify various species.

What Methods Should Be Used to Teach Naturalist Intelligence Learners?

- ▶ Collecting and classifying nature items
- ▶ Field trips to natural history museums, nature centers, and zoos
- ▶ Hands-on labs
- ▶ Outdoor activities

Verbal/Linguistic Intelligence

Word Smart

What Is Verbal/Linguistic Intelligence?

The capacity to use words effectively, orally or in writing.

How Do People with Verbal/Linguistic Intelligence Learn?

Saying things aloud, hearing words spoken, and seeing words in print. Employs memory and recall. Words are tools to be used in learning. Becomes frustrated with visual stimulation and challenging concepts.

What Methods Should Be Used to Teach Verbal/Linguistic Intelligence Learners?

- ▶ Books and Tapes
- ▶ Completing sentences
- ▶ Debate
- ▶ Memorizing dates, names, and trivia
- ▶ Reading and telling stories
- ▶ Writing litanies, poems, and stories

Visual/Spatial Intelligence

Picture Smart

What Is Visual/Spatial Intelligence?

The ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions. It includes the capacity to visualize, to graphically represent visual or spatial ideas.

How Do People with Visual/Spatial Intelligence Learn?

Visualizing and dreaming about concepts and ideas. Incorporates sight as well as mental images. "Visuals" are tools to enhance learning. Too much printed material and too much writing will frustrate and discourage learning.

What Methods Should Be Used to Teach Visual/Spatial Intelligence Learners?

- ▶ Art activities in various media
- ▶ Designing and building models
- ▶ Drawing, painting, and sculpting
- ▶ Graphs, maps, pictures, and puzzles
- ▶ Pretending, guided imagery, and visualization
- ▶ Studying symbols and using charts and posters
- ▶ Video

METHODS & MULTIPLE INTELLIGENCES BY SAINT

St. Agnes

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
Truth or Fable Game	Bodily/Kinesthetic	Creative Writing/Games/Storytelling
"Life of St. Agnes" Jeopardy Game	Interpersonal	Creative Writing/Games
"Commitment to God Means..." Essays	Intrapersonal	Creative Writing
Vocabulary Words Dictionary	Logical/Mathematical	Art/Creative Writing
"Jesus Loves Me" Fingerprint Heart	Musical/Rhythmic	Art/Music/Storytelling
Sheep Symbol Stoles	Naturalist	Art/Banners/Textiles
First Person Father Story	Verbal/Linguistic	Drama/Storytelling
View Visual Art	Visual/Spatial	Art/Photography

St. Catherine of Siena

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
Clay Prayer Symbols	Bodily/Kinesthetic	Art
Thank You Postcards	Interpersonal	Art/Creative Writing
Heart-Shaped Peace Pockets	Intrapersonal	Art/Creative Writing
"Truth of God's Love" Weaving	Logical/Mathematical	Art/Banners/Textiles/ Creative Writing

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
"Jesu, Jesu, Fill Us with Your Love" Message	Musical/Rhythmic	Music/Storytelling
Building Bridges Guided Meditation	Naturalist	Architecture/Storytelling
First Person Biographer Story	Verbal/Linguistic	Drama/Storytelling
Crown of Gold/Thorns Mobile	Visual/Spatial	Art

St. Clare

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
"Privilege of Poverty" Paper Tube Puppet	Bodily/Kinesthetic	Puppetry
Mentors of Faith Tree	Interpersonal	Art
<i>Lectio Divina</i> Practice of Prayer	Intrapersonal	Storytelling
"Jesus Loves the Little Children" Bidding Prayer	Logical/Mathematical	Creative Writing/Music
"When I Survey the Wondrous Cross" Cube	Musical/Rhythmic	Art/Music
"Palm" Palm Branches	Naturalist	Art
First Person Mother Story	Verbal/Linguistic	Drama/Storytelling
Patchwork Banner/Cloth Service Project	Visual/Spatial	Banners/Textiles

St. Francis of Assisi

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
Simple Gifts Music & Movement	Bodily/Kinesthetic	Dance/Gesture/Movement/Music
Christmas Story Scripture Script	Interpersonal	Drama
"Make Me an Instrument" Prayer Phrases	Intrapersonal	Creative Writing/Dance/Gesture/Movement/Music
Building Blocks	Logical/Mathematical	Architecture
"All Creatures of Our God and King"/ Diorama & Hymn Story	Musical/Rhythmic	Art/Music/Storytelling
Edible Bird Feeders	Naturalist	Art/Culinary
First Person Franciscan Brother Story	Verbal/Linguistic	Drama/Storytelling
People of Peace Puppets	Visual/Spatial	Art/Puppetry

St. Hildegard of Bingen

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
God's Presence Charades Game	Bodily/Kinesthetic	Games
Justice Cinquain Poems	Interpersonal	Creative Writing
Light of God Candles	Intrapersonal	Art/Creative Writing
Hildegard's Roles Concentration Game	Logical/Mathematical	Games
"Music Is..." Responses	Musical/Rhythmic	Creative Writing/Music
Stewardship of the Earth Puppets	Naturalist	Puppetry

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
First Person Sister Story	Verbal/Linguistic	Drama/Storytelling
Crayon-Resist Mandalas	Visual/Spatial	Art

St. James the Greater

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
"The Transfiguration" Echo Story	Bodily/Kinesthetic	Storytelling
"Telephone" Game & Shared Snack	Interpersonal	Culinary/Games
Weather Word Nicknames	Intrapersonal	Creative Writing
Bible Verse Viewer	Logical/Mathematical	Art
Rhythm Instrument Castanets	Musical/Rhythmic	Art/Music
Shell Picture Frame	Naturalist	Art/Photography
First Person Innkeeper Story	Verbal/Linguistic	Drama/Storytelling
Footprint Painted Banner	Visual/Spatial	Art/Banners/Textiles

St. Joan of Arc

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
People Body Puppets	Bodily/Kinesthetic	Art/Puppetry/Storytelling
Literary Circles	Interpersonal	Art/Creative Writing/ Photography/Storytelling
Crest of Symbols	Intrapersonal	Art/Photography

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
Timeline of Life	Logical/Mathematical	Art/Creative Writing/ Games
Ballad about St. Joan of Arc	Musical/Rhythmic	Creative Writing/Music
Psalm Photos	Naturalist	Creative Writing/ Photography
First Person Sexton Story	Verbal/Linguistic	Drama/Storytelling
Personal Pennants	Visual/Spatial	Art/Banners/Textiles/ Creative Writing

St. Margaret of Scotland

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
"Jesus Serves" Action Story	Bodily/Kinesthetic	Storytelling
Mirror, Mirror Game & Shortbread Snack	Interpersonal	Culinary/Games
Decorative Book Cover	Intrapersonal	Art/Banners/Textiles
Loops of Learning Crown	Logical/Mathematical	Art/Storytelling
"My Jesus Gives Life Everlasting" Song	Musical/Rhythmic	Music
Hopscotch Game	Naturalist	Games
First Person Peasant Story	Verbal/Linguistic	Drama/Storytelling
Servants of the Savior Banner	Visual/Spatial	Art/Banners/Textiles

St. Patrick

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
"Ask, Seek, Knock" Action Story	Bodily/Kinesthetic	Drama/Storytelling
"I'm Going to Ireland" Game / Shamrocks & Snakes Gummi Snacks	Interpersonal	Game/Culinary
Stitched Book of Prayers	Intrapersonal	Art/Creative Writing
Trinity Symbol Triptych	Logical/Mathematical	Art
"Prayer for Peace" Sign & Song	Musical/Rhythmic	Gesture/Movement/Music
Celtic Cross Solar Print	Naturalist	Art/Photography
First Person Minstrel Story	Verbal/Linguistic	Storytelling/Drama
Metal-Tooled Celtic Cross	Visual/Spatial	Art

St. Peter

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
"Peter Walks on Water" Rhythm Story	Bodily/Kinesthetic	Storytelling
St. Peter's Scavenger Hunt	Interpersonal	Architecture/Games
Guided Meditation on Jesus and Peter	Intrapersonal	Storytelling
Numbers Crossword Puzzle	Logical/Mathematical	Games
Peter's Life through Lyrics	Musical/Rhythmic	Creative Writing/Music
Rock Display	Naturalist	Art/Creative Writing/ Games

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
First Person Fishmonger's Wife Story	Verbal/Linguistic	Drama/Storytelling
Paper Mosaic Visuals	Visual/Spatial	Art/Photography

St. Scholastica

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
Twins Relay Race	Bodily/Kinesthetic	Games
Prayer Prompter	Interpersonal	Art
Spontaneous Prayer Scrapbook	Intrapersonal	Art/Creative Writing/ Photography
Guidelines for Life Ruler	Logical/Mathematical	Art
Rainstorm Rhythms	Musical/Rhythmic	Games/Music
Hand-Shaped Dove	Naturalist	Art
First Person Benedictine Monk Story	Verbal/Linguistic	Drama/Storytelling
Story Board Scenes	Visual/Spatial	Art/Storytelling

St. Thomas Becket

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
Pass It Game	Bodily/Kinesthetic	Games
Pennant Banner	Interpersonal	Art/Banners/Textiles
Sealed Message	Intrapersonal	Art

<i>Activity</i>	<i>Intelligence</i>	<i>Method</i>
Archbishop Rod Puppet	Logical/Mathematical	Puppetry
"Last First" Syllable Story	Musical/Rhythmic	Storytelling
Religious Symbol Rubbing	Naturalist	Art
First Person Knight Story	Verbal/Linguistic	Drama/Storytelling
Stained Glass Window	Visual/Spatial	Art

SCRIPTURE

Old Testament

1 Samuel 3 - God Calls Samuel [Saint Joan of Arc]

1 Samuel 16:1-13 - David Anointed King [Saint Agnes]

New Testament

Matthew 4:18-22 - Jesus Calls Disciples [Saint Clare of Assisi]

Matthew 8:23-27 - Jesus Calms the Storm [Saint Scholastica]

Matthew 9:33-35 - First/Last [Saint Thomas Becket]

Matthew 14:22-33 - Peter Walks on Water [Saint Peter]

Matthew 19:16-26 - Rich Young Ruler [Saint Francis of Assisi]

Luke 9:28-36 - Jesus' Transfiguration [Saint James the Greater]

Luke 10:38-42; John 11:17-45 - Mary & Martha [Saint Hildegard of Bingen]

Luke 11:9-13 - Ask, Seek, Knock/Prayer [Saint Patrick]

John 13:4-17 - Jesus Washes the Disciples Feet [Saint Margaret of Scotland]

John 20:1-18 - Mary Magdalene [Saint Catherine of Siena]

OPTIONS FOR WHOLE FAMILY CATECHESIS

For each saint in the series, a General Leader Guide is provided for use in a variety of settings. In addition, a separate Whole Family Catechesis Leader Guide is provided for those leading intergenerational events in which parents attend along with their children.

When parents are invited to participate in whole family events, it is essential to put them in active roles. As leaders, our role is to coach parents to pass on their faith to their own children. For this reason, we have provided simplified instructions for most activities to empower parents to lead their families through the process.

For each activity, we have included introductory information for the leader (in "Learn, Locate, Lead" format), as well as resource sheets and parent instruction pages.

There are a variety of ways that you could offer the activities, each with its own pros and cons:

- ▶ **Large group format** - Gather families in a single space and have them work through one activity at a time. This simplifies scheduling and may require less leaders. This approach necessitates having enough tools for everyone to use them at once. It also does not allow families to choose activities based on interest or learning style.
- ▶ **Timed learning centers** - In this approach, activities are offered in different locations (e.g. separate classrooms or tables in a larger space). A set period of time (e.g. 15 minutes) is allowed for completing an activity before families are encouraged to move to another one. The varying lengths of time it takes to complete each activity can make this approach challenging. This approach lends itself well to having a team of leaders with focused responsibilities.
- ▶ **Self-timed learning centers** - Similar to timed learning centers, in this approach families decide for themselves when to move to the next activity. This allows them to spend different amounts of time on different activities. It does not work as well for activities that are done as a group (such as presentations or some group games), since families would enter activities in progress.
- ▶ **Hybrid format** - The best solution may be to offer some activities in large group format and then offer others in one of the learning center formats.

When discussing the multiple intelligences with parents, you may want to use the simpler names. For example, "Body Smart" may be more obvious to parents than "Bodily/Kinesthetic Intelligence." If you offer options to families we encourage you to identify the intelligence type associated with each activity, so parents can select based on what will work best for their children.

ABOUT THE AUTHORS

Phyllis Vos Wezeman

As a religious educator, Phyllis Wezeman has served as Director of Christian Nurture at a downtown congregation in South Bend, Indiana, Executive Director of the Parish Resource Center of Michiana, and Program Coordinator for ecumenical as well as interfaith organizations in Indiana and Michigan.

In academics, Phyllis has been Adjunct Faculty in the Education Department at Indiana University South Bend and in the Department of Theology at the University of Notre Dame. She is an "Honorary Professor" of the Saint Petersburg (Russia) State University of Pedagogical Art where she has taught methods courses for extended periods on several occasions. She has also been guest lecturer at the Shanghai Teachers College in China.

As founder of the not-for-profit Malawi Matters, Inc., she develops and directs HIV & AIDS Education programs with thousands of volunteers in nearly 200 villages in Malawi, Africa including "Creative Methods of HIV & AIDS Education," "Culture & HIV-AIDS," and "Equipping Women/Empowering Girls."

Author or co-author of over 1,950 articles and books, she has written for over 80 publishers.

Phyllis served as President of Active Learning Associates, Inc.; a consultant or board member to numerous local and national organizations such as the American Bible Society, Church World Service, LOGOS, and the Peace Child Foundation; leader of a six-week youth exchange program to Russia and the Ukraine; and Project Director for four Lilley Worship Renewal grants. She is the recipient of three "Distinguished Alumni Awards" and recipient of the Aggiornamento Award from the Catholic Library Association.

Wezeman holds undergraduate degrees in Business, Communications, and General Studies from various institutions and an MS in Education from Indiana University South Bend.

Phyllis and her husband Ken (who met when they were in second and third grade in elementary school) have three children and their spouses, Stephanie (Jeff), David, and Paul (Deha), five grandchildren, Quin, Ayle, Lief, Ashley, and Jacob, and a great-grandson, Maddox.

Anna L. Liechty

Anna Liechty retired as a National Board-Certified Teacher in 2007. She taught English to high school students and served as adjunct faculty for Indiana University. Anna also worked as a mentor trainer and teacher coach with adult learners for the Indiana Department of Education. She won numerous educational classroom grants, including the Eli Lilly Teacher Creativity grant.

As a life-long church educator, Anna worked with all age levels, directing Sunday morning and youth programming, consulting with congregations about their educational ministry, and writing a wide variety of religious education materials. She served as Vice President of Active Learning Associates and co-authored four Lilly Worship Renewal grants.

Anna's undergraduate degree is from Bowling Green State University in Ohio and her Master's degree from Indiana University South Bend. She was certified by the National Board for Professional Teaching Standards in Adolescent and Young Adult English Language Arts in 2000 and was re-certified in 2010.

In retirement, Anna continues to pursue a variety of writing projects, receiving an Individual Artist Grant in Literature in 2014 from the Indiana Arts Commission. Now living in Florida, Anna enjoys traveling with her husband Page Foster, a retired pastor, and counting the days between visits with six children, twelve grandchildren, and six great-grandchildren.

EXPERIENCE

THE SAINTS

ACTIVITIES FOR MULTIPLE INTELLIGENCES

SAINT PATRICK

GENERAL LEADER GUIDE

PHYLLIS VOS WEZEMAN & ANNA L. LIECHTY



The Pastoral Center

TABLE OF CONTENTS

Overview

Biography • Feast Day • Mission • Legacy

Lessons

<i>Title</i>	<i>Intelligence</i>	<i>Method</i>	<i>Page</i>
"Ask, Seek, Knock" Action Story	Bodily/Kinesthetic	Drama/Storytelling	7
"I'm Going to Ireland" Game / Shamrocks & Snakes Gummi Snacks	Interpersonal	Game/Culinary	9
Stitched Book of Prayers	Intrapersonal	Art/Creative Writing	11
Trinity Symbol Triptych	Logical/Mathematical	Art	15
"Prayer for Peace" Sign & Song	Musical/Rhythmic	Gesture/Movement/ Music	19
Celtic Cross Solar Print	Naturalist	Art/Photography	23
First Person Minstrel Story	Verbal/Linguistic	Storytelling/Drama	27
Metal-Tooled Celtic Cross	Visual/Spatial	Art	31

OVERVIEW

Biography

Patrick, born about 389 AD, was the son of a Roman military officer who was stationed in Britain. When Patrick was sixteen he was captured by raiders who took him across the sea to be sold into slavery in Ireland. As a young man, Patrick was not interested in religion, but while he worked as a shepherd for the Irish, he had many hardships which caused him to turn to God for help. During these six years of slavery, Patrick learned to pray and to trust God. When he finally escaped home to Britain, Patrick returned, changed, ready to enter the priesthood.

Nearly fifteen years later, in a dream, Patrick heard the voices of the Irish people calling him to return to "walk with us again." Since Patrick already knew their language, the church agreed that he would be a good missionary to Ireland. Earlier missionaries had been killed in their attempts to bring the Gospel to the Irish people, and Patrick's life was often in danger as well. The druid priests, who were magicians and wizards, sought to preserve their power over the people. They plotted against Patrick and attempted to kill him many times, but Patrick was always protected and spared.

Understanding Irish customs, Patrick knew that he must first convert the most powerful tribal chieftain. Once this was accomplished, Christianity began to take root in Ireland. Patrick remembered what it was like to be a slave, and so he treated all classes of people with Christ's love and respect. His courage

and compassion made him a beloved leader and through his efforts many monasteries, convents, and churches were built. He died at Down in 460. In less than thirty years, Patrick had brought about the conversion of Ireland.

Feast Day

March 17

Mission

Patrick used the hardships life presented him as a way to discover what was truly important. He gave his life to God's service, and devoted himself to prayer. Even though at first he resisted going back to the land where he had been a prisoner, Patrick followed God's leading and returned to the very people that had enslaved him in order to bring them God's love. Patrick lived and preached the Gospel of Jesus Christ and, without bloodshed, brought a new religion and a new way of life to an entire nation.

Legacy

Though born a Roman, Patrick came to embody the heart and soul of Christian Ireland. His poetic prayers portray the delicate beauty of faith and yet are filled with the power of the Holy Spirit. Patrick's understanding and teaching of the Trinity, represented by the legend of the shamrock, still captures the imagination of the faithful today.

"ASK, SEEK, KNOCK" ACTION STORY

Learn

By re-telling a Bible story, participants will understand the importance that Jesus, as well as Patrick, placed on the power of persistent prayer.

Locate

► Bible(s)

Lead

One of the strengths of Saint Patrick was his belief in the power of prayer. Patrick's followers reported his sincere commitment to a life of prayer and to the importance that Jesus placed upon a life based on persistent prayer. In Luke 11, Jesus taught his disciples to pray and not to give up. Saint Patrick must have taken this Bible lesson to heart, especially verses nine through thirteen.

As an engaging method of teaching today's disciples about Saint Patrick's commitment to prayer, involve the learners in telling the story from Luke in an active way. Explain that in an action story the leader says a line and demonstrates the motions and the participants repeat the words and the gestures.

Action Story

Based on Luke 11:9-13

The disciples wanted to learn to pray.

[Hold up praying hands]

**But prayer is more than
the words we say.**

[Cup hands to mouth]

Jesus said we must ask each day

[Hold up hand like asking a question]

and keep on asking when we pray.

*[Support arm with other hand while
continuing to "ask"]*

In order to know how to live each day,

[Shrug shoulders; extend arms at sides]

Jesus said we must seek God's way.

*[Put one hand above eyes and look left and
right]*

The door of God's love isn't locked away.

[Cross hands over chest]

We can knock and receive today

[Mime knocking on a door]

the gift of God's Spirit. Hip! Hip! Hooray!

[Open arms upward, then cheer]

"I'M GOING TO IRELAND" GAME

SHAMROCKS & SNAKES GUMMI SNACKS

Learn

By working together, participants will relate events from Patrick's life in the format of a cooperative game and enjoy a snack to celebrate their achievements.

Locate

- ▶ Cookie cutter, shamrock shape
- ▶ Cups
- ▶ Equipment for preparing gelatin
- ▶ Gelatin, green
- ▶ Gummi snakes
- ▶ Napkins
- ▶ Plates
- ▶ Water

Advance Preparation

Prepare green finger gelatin and cut it into shamrock shapes.

Lead

Provide an interpersonal activity to promote community building. Invite the participants to play a game to review facts from Saint Patrick's life while learning to encourage and support one another.

Gather the group in one large or several smaller circles and state that they will be playing a game called, "I'm Going to Ireland." Explain that each participant will begin by saying, "I'm going to Ireland, and I'm going to take..." Then each person will name an item to take to the Emerald Isle. However, each person must follow the alphabet, choosing an item to take along that begins with the next letter. For example, the first person might say, "I'm going to Ireland, and I'm going to take an atlas." The next might offer: "I'm going to Ireland, and I'm going to take an atlas and a bag." Each person in succession must name all of the previous items before adding his or her own to the list.

Play the game in a cooperative spirit; encourage those who are "stuck" to invite the group to help think of words. Congratulate the players for innovative ideas, smiling faces, or worthwhile contributions.

To challenge the group further, play the game another time requiring participants to name items that they believe Saint Patrick would take to the Emerald Isle. For example, "Saint Patrick's going to Ireland, and he's going to take an attitude of peace." The next

might offer: “Saint Patrick’s going to Ireland, and he’s going to take an attitude of peace and a **Bible** verse.”

Continue the celebration of learning by connecting this group activity to snack time. Remind the group that Saint Patrick would have had to take F - food, G - goodies, L - lunch, or S - snacks. Invite the participants to share refreshments.

Serve a snack of shamrock-shaped green finger gelatin. Help the learners understand the meaning of the treat. Remind the group that the shamrock is one plant with three different leaves, just as we worship one

God whom we understand in three ways, as Father (Creator), Son (Savior), and Holy Spirit (Helper). Provide cups of water to drink.

If desired, also offer Gummi snakes and share the legend that Patrick drove the snakes out of Ireland at the Site of Croagh Patrick.

Offer a prayer such as “Come, Lord Jesus, be our guest, and let this food to us be blest” before eating the snack.



STITCHED BOOK OF PRAYERS

Learn

By compiling a handmade book, participants will reflect on the prayers of Saint Patrick.

Locate

- ▶ Awl, ice pick, hand drill, or hole punch
- ▶ Clips, spring-type, or clip clothespins
- ▶ Construction paper, heavy, or card stock
- ▶ Copy machine
- ▶ Examples of Celtic designs from the *Book of Kells*
- ▶ Glue sticks
- ▶ Markers or pens for lettering
- ▶ Needles, crewel or darning with large eyes
- ▶ Paper, 8 ½" x 11"
- ▶ Pencils
- ▶ Resource sheet: "St. Patrick's Prayers"
- ▶ Rulers
- ▶ Scissors
- ▶ Thread, heavy, such as buttonhole twist, carpet warp, or perle cotton
- ▶ Wood, scraps, or wooden cutting board

Advance Preparation

- ▶ Locate reference materials for Celtic designs.

Lead

After escaping from slavery in Ireland, young Patrick was educated at a French monastery and then studied religion with Saint Germanus, a French bishop. Later in his life Patrick was determined to take the Christian Gospel back to pagan Ireland. The Irish people were converted to Christianity as a result of the work and teaching of Patrick. He is credited with founding more than 300 churches and with baptizing more than 120,000 Irish followers. The great educator introduced the Roman alphabet and Latin literature to the Irish people. At the time of Saint Patrick's death, many Irish monasteries were successful centers of learning.

Important information about Patrick's life comes from his own writings. He recounted his spiritual development in *Confession* and composed a hymn which is known as Saint Patrick's Breastplate. Make a booklet with a collection of the saint's prayers. Demonstrate the process for the learners.

Fold several sheets of copy paper in half and stack them inside each other to make a book. Fold a piece of heavy construction paper or cover stock in half and place it on the outside of the folded stack. Use spring clips or clothespins to hold the pages in place. Open the book to the center, then mark five dots—equally spaced—along the "ditch" or crease. Use the awl, drill, needle, or hole punch to punch through the pencil marks. Be sure to make clean holes through all of the paper layers. Place a wooden cutting board or wood scraps under the book to prevent damage to the work surface.

Cut heavy thread about three times longer than the book. Thread a large-eyed needle and sew the pages together with a running stitch. Start at the top of the book and sew in and out of the pre-punched holes allowing eight to ten inches of thread to extend beyond the top edge. At the fifth hole, sew the thread in the opposite direction filling in the spaces left by the running stitch. Pull the thread out at the center hole and remove the needle. Now thread the "tail" that is extending above the top edge and work that end back to the center hole. Remove the needle and tie the two loose ends together.

Decorate the front cover of the booklet with shamrocks or Celtic designs similar to the illustrations featured in the *Book of Kells*. Use markers or lettering pens to print the book's title. Write several of Saint Patrick's prayers on the book pages or cut photocopies to fit each page of the book and glue them in place.

Share the collections of prayers with other people and encourage the participants to try to memorize some of the selections.

ST. PATRICK'S PRAYERS

Christ in Others

Christ in the lowly and meek,
Christ in the all-powerful,
Be in the heart of each to whom I speak,
In the mouth of each who speaks to me,
In all who draw near me,
Or see me, or hear me!

The Power of God

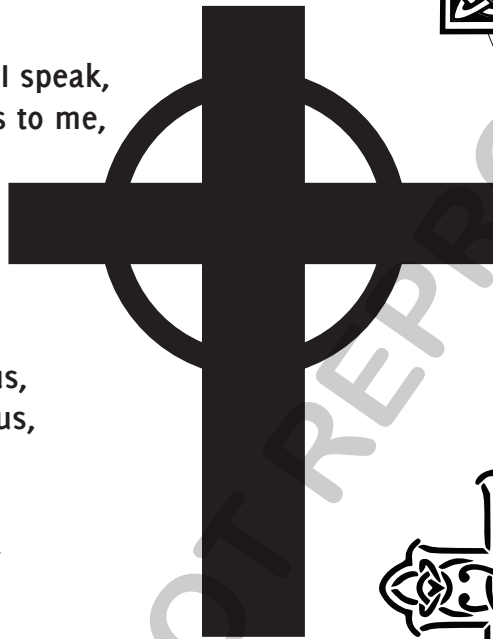
May the strength of God pilot us,
May the power of God preserve us,
May the wisdom of God instruct us,
May the hand of God protect us,
May the way of God direct us,
May the shield of God defend us,
May the host of God guard us
against snares of evil
and the temptations of the world.

The Protecting God

Lord be with us this day,
Within us to purify us;
Above us to draw us up;
Beneath us to sustain us;
Before us to lead us;
Behind us to restrain us;
Around us to protect us.

The Protection of Christ

Christ as a light,
Illumine and guide me!
Christ as a shield, overshadow and cover me!
Christ be under me! Christ be over me!
Christ be beside me,
On left hand and right!
Christ be before me, behind me, about me!
Christ, this day, be within and without me!



TRINITY SYMBOL TRIPTYCH

Learn

By selecting and organizing images in a triptych, participants will demonstrate their understanding of Saint Patrick's teachings on the Trinity.

Locate

- ▶ Brushes, paint
- ▶ Cardboard and foam scraps
- ▶ Cards and pictures with religious themes
- ▶ Containers for paint
- ▶ Copy machine
- ▶ Paint, craft or tempera
- ▶ Paint, Gesso or flat white acrylic
- ▶ Paint, gold
- ▶ Glue
- ▶ Hinges and tools or duct tape
- ▶ Knife, matte or craft saw
- ▶ Paneling, plywood scraps, or heavy cardboard or mat board
- ▶ Paper
- ▶ Pencils
- ▶ Resource sheet: "Symbols for the Trinity"
- ▶ Rulers
- ▶ Sandpaper
- ▶ Scissors
- ▶ Trims such as braids and cording
- ▶ Wood molding scraps

Advance Preparation

- ▶ Mark and cut wood or cardboard pieces ahead of time. Note that older children, teens, and adults may enjoy cutting or sawing the triptych panels. Time and safety must be considered.

Lead

During his early days as a missionary, Patrick worked diligently to instruct the pagan people of Ireland about basic Christian beliefs. Patrick appeared before the pagan king and tried to explain the Trinity. In disbelief, the king asked, "How could three persons be in one?" Legends say Patrick used the shamrock to explain that the Father, Son, and Holy Spirit are three in one just as the shamrock is three leaves in one stem.

Another example of "three-in-one" is artwork in the form of a triptych—three panels hinged to form one composition. The threefold art piece is constructed so that the two outside panels fold over the center like doors. This painting or carving usually depicts religious subject matter.

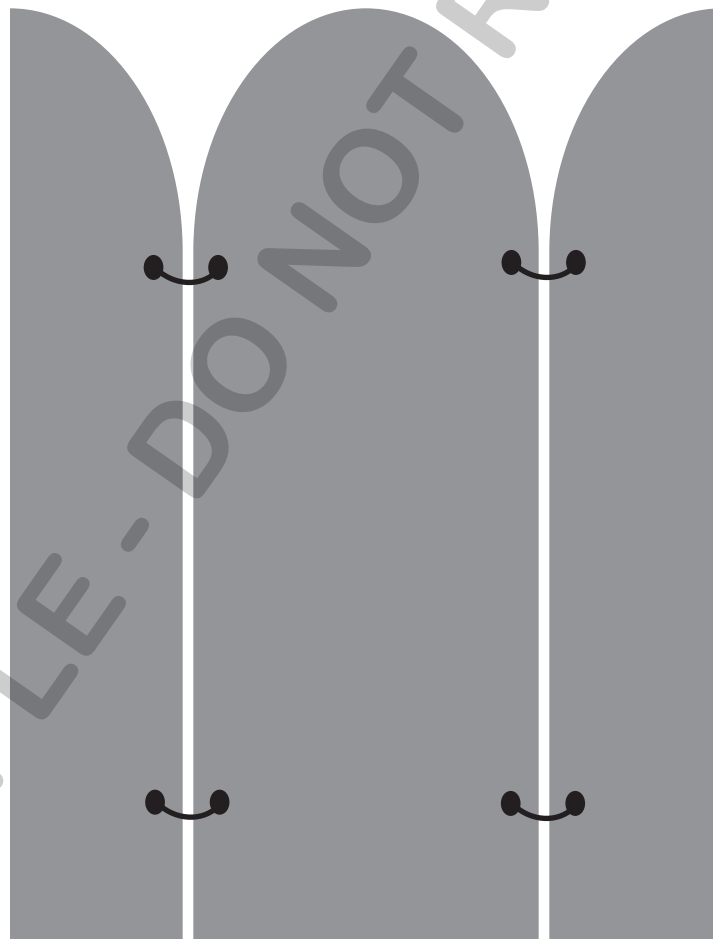
Explain that each participant will make a small triptych with symbols for the Father, Son, and Holy Spirit. Then, demonstrate the process for the project. Start by selecting three panels, arch-shaped or rectangular. Attach hardware hinges or join the edges with strips of duct tape.

Trace and cut symbols from scraps of cardboard or foam. Glue the shapes to the three panels, then add borders using various

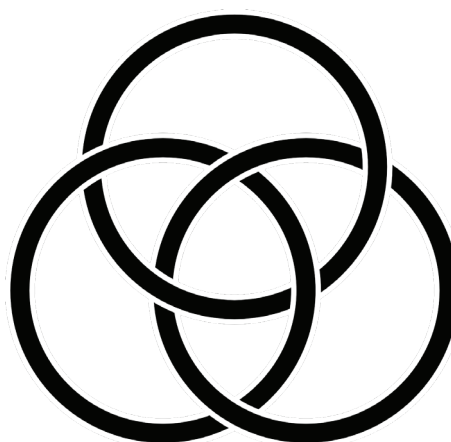
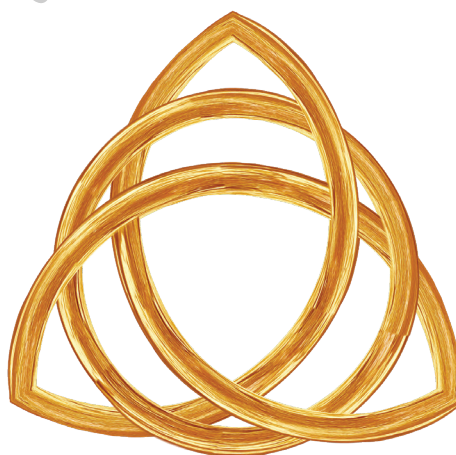
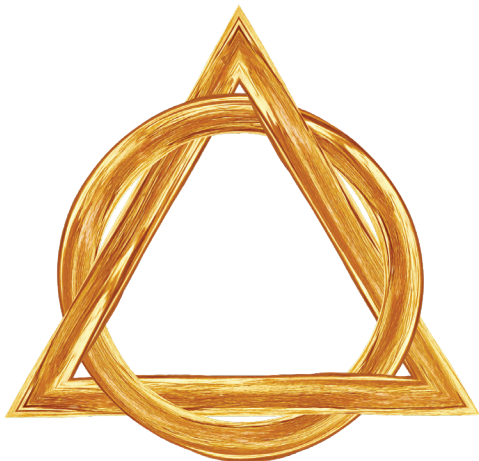
trims and molding scraps. Sand any rough edges of wood. Brush on gesso or flat white paint to cover all surfaces including the tape. Allow this base coat to dry. Paint the raised symbols and add touches of gold paint for background or borders. For additional texture, glue on gold braid or cording. Beautiful triptychs can be fashioned from

religious pictures or greeting cards. Look for pictures that represent the Trinity. Glue pictures over the painted panels and embellish them with gold trims.

Once the artwork is completed, find a place to display it so that others may learn about Saint Patrick's teachings on the Trinity.



SYMBOLS FOR THE TRINITY



EXPERIENCE

THE SAINTS

ACTIVITIES FOR MULTIPLE INTELLIGENCES

SAINT PATRICK

WHOLE FAMILY CATECHESIS GUIDE

PHYLLIS VOS WEZEMAN & ANNA L. LIECHTY



The Pastoral Center

TABLE OF CONTENTS

Overview

Biography • Feast Day • Mission • Legacy

Lessons

<i>Title</i>	<i>Intelligence</i>	<i>Method</i>	<i>Page</i>
"Ask, Seek, Knock" Action Story	Bodily/Kinesthetic	Drama/Storytelling	7
"I'm Going to Ireland" Game / Shamrocks & Snakes Gummi Snacks	Interpersonal	Game/Culinary	9
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OVERVIEW

Biography

Patrick, born about 389 AD, was the son of a Roman military officer who was stationed in Britain. When Patrick was sixteen he was captured by raiders who took him across the sea to be sold into slavery in Ireland. As a young man, Patrick was not interested in religion, but while he worked as a shepherd for the Irish, he had many hardships which caused him to turn to God for help. During these six years of slavery, Patrick learned to pray and to trust God. When he finally escaped home to Britain, Patrick returned, changed, ready to enter the priesthood.

Nearly fifteen years later, in a dream, Patrick heard the voices of the Irish people calling him to return to "walk with us again." Since Patrick already knew their language, the church agreed that he would be a good missionary to Ireland. Earlier missionaries had been killed in their attempts to bring the Gospel to the Irish people, and Patrick's life was often in danger as well. The druid priests, who were magicians and wizards, sought to preserve their power over the people. They plotted against Patrick and attempted to kill him many times, but Patrick was always protected and spared.

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and compassion made him a beloved leader and through his efforts many monasteries, convents, and churches were built. He died at Down in 460. In less than thirty years, Patrick had brought about the conversion of Ireland.

Feast Day

March 17

Mission

Patrick used the hardships life presented him as a way to discover what was truly important. He gave his life to God's service, and devoted himself to prayer. Even though at first he resisted going back to the land where he had been a prisoner, Patrick followed God's leading and returned to the very people that had enslaved him in order to bring them God's love. Patrick lived and preached the Gospel of Jesus Christ and, without bloodshed, brought a new religion and a new way of life to an entire nation.

Legacy

Though born a Roman, Patrick came to embody the heart and soul of Christian Ireland. His poetic prayers portray the delicate beauty of faith and yet are filled with the power of the Holy Spirit. Patrick's understanding and teaching of the Trinity, represented by the legend of the shamrock, still captures the imagination of the faithful today.

"ASK, SEEK, KNOCK" ACTION STORY

Learn

By re-telling a Bible story, Luke 11:9-13, participants will understand the importance that Jesus, as well as Patrick, placed on the power of persistent prayer.

Locate

- ▶ Bible(s)
- ▶ Parent instruction sheet

Lead

This activity uses an engaging method to teach today's disciples about Saint Patrick's commitment to prayer. It involves the learners in telling the story from Luke in an active way.

Consider gathering the children at the end to perform the actions together in front of the group.

"ASK, SEEK, KNOCK" ACTION STORY

By re-telling a Bible story, you will learn the importance that Jesus—as well as Patrick—placed on the power of persistent prayer.

- 1 **Explain to your child** that one of St. Patrick's strengths was his belief in the power of prayer. Patrick's followers reported his sincere commitment to a life of prayer and to the importance that Jesus placed upon a life based on persistent prayer.
- 2 **Open the Bible** to Luke 11:9-10. Read this passage aloud to hear how Jesus taught his disciples to pray and not to give up.
- 3 **Now teach the action story** below. Say one line at a time while demonstrating the motions, then have your child repeat the line back to you while performing the gestures. Repeat until your child has the motions down.
- 4 **Saint Patrick must have taken this Bible lesson to heart.** Ask why Jesus wants us to pray every day. Explain that prayer: 1. lets us ask Jesus for what we need, 2. reminds us how we can live our lives better, and 3. helps us receive God's love.

Action Story (Based on Luke 11:9-13)

The disciples wanted to learn to pray.

[Hold up praying hands]

But prayer is more than the words we say.

[Cup hands to mouth]

Jesus said we must ask each day

[Hold up hand like asking a question]

and keep on asking when we pray.

[Support arm with other hand while continuing to "ask"]

In order to know how to live each day,

[Shrug shoulders; extend arms at sides]

Jesus said we must seek God's way.

[Put one hand above eyes and look left and right]

The door of God's love isn't locked away.

[Cross hands over chest]

We can knock and receive today

[Mime knocking on a door]

the gift of God's Spirit. Hip! Hip! Hooray!

[Open arms upward, then cheer]

"I'M GOING TO IRELAND" GAME

SHAMROCKS & SNAKES GUMMI SNACKS

Learn

By working together, participants will relate events from Patrick's life in the format of a cooperative game and enjoy a snack to celebrate their achievements.

Locate

- ▶ Cookie cutter, shamrock shape
- ▶ Cups
- ▶ Equipment for preparing gelatin
- ▶ Gelatin, green
- ▶ Gummi snakes
- ▶ Napkins
- ▶ Parent instruction sheet
- ▶ Plates
- ▶ Water

Advance Preparation

Prepare green finger gelatin and cut it into shamrock shapes.



Lead

Game

Provide an interpersonal activity to promote community building. Invite the participants to play a game to review facts from Saint Patrick's life while learning to encourage and support one another.

"I'm Going to Ireland" is played by multiple families at once, gathered in one large group or several smaller circles. It would be helpful for one or more leaders to introduce the game to participants, but strongly encourage parents to play along. Find the detailed game instructions on the parent instruction sheet.

Shamrock Snacks

Continue the celebration of learning by connecting this group activity to snack time. Serve a snack of shamrock-shaped green finger gelatin and provide cups of water to drink.

If desired, also offer Gummi snakes and share the legend that Patrick drove the snakes out of Ireland at the Site of Croagh Patrick.

See the parent instruction sheet for more details.

"I'M GOING TO IRELAND" GAME

By working together, you will relate events from Patrick's life in the format of a cooperative game and enjoy a snack to celebrate their achievements.

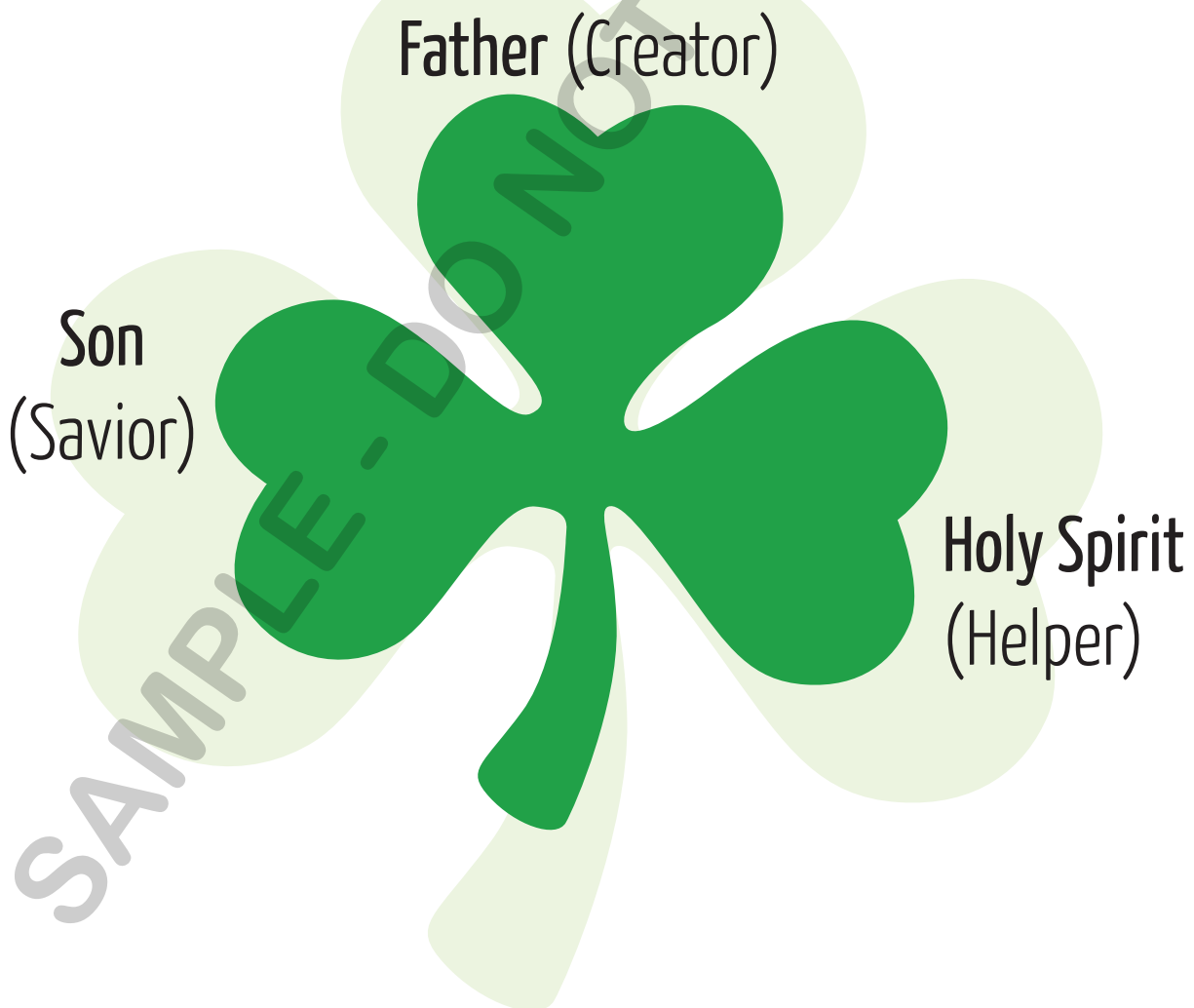
- ① **Play this game with all the families** at this station to review facts from Saint Patrick's life while learning to encourage and support one another. Gather the group in one large or several smaller circles to play "I'm Going to Ireland."
- ② **Each participant (children and parents) will begin** by saying, "I'm going to Ireland, and I'm going to take...". Then each person will name an item to take to the Emerald Isle. However, each person must follow the alphabet, choosing an item to take along that begins with the next letter.

For example, the first person might say, "I'm going to Ireland, and I'm going to take an **a**tlas." The next might offer: "I'm going to Ireland, and I'm going to take an **a**tlas and a **b**ag." Each person in succession must name all of the previous items before adding his or her own to the list.
- ③ **Play the game in a cooperative spirit**; encourage those who are "stuck" to invite the group to help think of words. Congratulate the players for innovative ideas, smiling faces, or worthwhile contributions.
- ④ **Now play the game another time**, requiring participants to name items that they believe Saint Patrick would take to the Emerald Isle. For example, "Saint Patrick's going to Ireland, and he's going to take an **a**ttitude of peace." The next might offer: "Saint Patrick's going to Ireland, and he's going to take an **a**ttitude of peace and a **B**ible verse."

SHAMROCKS & SNAKES GUMMI SNACKS

Continue the celebration of learning by connecting this activity to snack time.

- 1 **Remind your child** that Saint Patrick would have had to take F - food, G - goodies, L - lunch, or S - snacks.
- 2 **Offer a prayer** such as “Come, Lord Jesus, be our guest, and let this food to us be blest,” then serve a snack of shamrock-shaped green finger gelatin.
- 3 **Explain the meaning** of the treat: The shamrock is one plant with three different leaves, just as we worship one God whom we understand in three ways, as Father (Creator), Son (Savior), and Holy Spirit (Helper).



STITCHED BOOK OF PRAYERS

Learn

By compiling a handmade book, participants will reflect on the prayers of Saint Patrick.

Locate

- ▶ Awl, ice pick, hand drill, or hole punch
- ▶ Clips, spring-type, or clip clothespins
- ▶ Construction paper, heavy, or card stock
- ▶ Copy machine
- ▶ Examples of Celtic designs from the *Book of Kells*
- ▶ Glue sticks
- ▶ Markers or pens for lettering
- ▶ Needles, crewel or darning with large eyes
- ▶ Paper, 8 ½" x 11"
- ▶ Parent instruction sheet
- ▶ Pencils
- ▶ Resource sheet: "Saint Patrick's Prayers"
- ▶ Rulers
- ▶ Scissors
- ▶ Thread, heavy, such as buttonhole twist, carpet warp, or perle cotton
- ▶ Wood, scraps, or wooden cutting board

Advance Preparation

- ▶ Locate reference materials for Celtic designs.

Lead

Have one or more leaders present to guide families as they create handmade books. The step of threading the bindings is much easier to understand with an in-person explanation or demonstration than simply following the written instructions.

Encourage participants to share the collections of prayers with others and encourage them to try to memorize some of the selections.

ST. PATRICK'S PRAYERS

Christ in Others

Christ in the lowly and meek,
Christ in the all-powerful,
Be in the heart of each to whom I speak,
In the mouth of each who speaks to me,
In all who draw near me,
Or see me, or hear me!

The Power of God

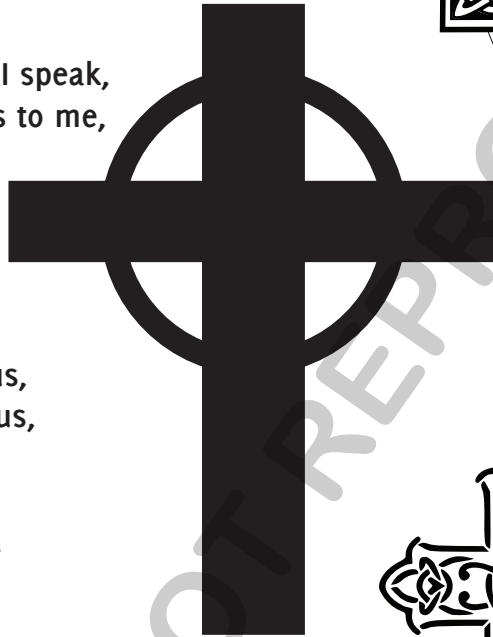
May the strength of God pilot us,
May the power of God preserve us,
May the wisdom of God instruct us,
May the hand of God protect us,
May the way of God direct us,
May the shield of God defend us,
May the host of God guard us
against snares of evil
and the temptations of the world.

The Protecting God

Lord be with us this day,
Within us to purify us;
Above us to draw us up;
Beneath us to sustain us;
Before us to lead us;
Behind us to restrain us;
Around us to protect us.

The Protection of Christ

Christ as a light,
Illumine and guide me!
Christ as a shield, overshadow and cover me!
Christ be under me! Christ be over me!
Christ be beside me,
On left hand and right!
Christ be before me, behind me, about me!
Christ, this day, be within and without me!



STITCHED BOOK OF PRAYERS

By compiling a handmade book, participants will reflect on the prayers of Saint Patrick.

- ① **Teach your child these details** about St. Patrick's life:
 - After escaping from slavery in Ireland, young Patrick was educated at a French monastery and then studied religion with Saint Germanus, a French bishop.
 - Later in his life Patrick was determined to take the Christian Gospel back to pagan Ireland.
 - The Irish people were converted to Christianity as a result of the work and teaching of Patrick. He is credited with founding more than 300 churches and with baptizing more than 120,000 Irish followers.
 - The great educator introduced the Roman alphabet and Latin literature to the Irish people. At the time of his death, many Irish monasteries were successful centers of learning.
 - Important information about Patrick's life comes from his own writings. He recounted his spiritual development in *Confession* and composed a hymn which is known as "Saint Patrick's Breastplate."
- ② **Now make a booklet** with a collection of the saint's prayers. To begin, fold several sheets of copy paper in half and stack them inside each other to make a book. Fold a piece of heavy construction paper or cover stock in half and place it on the outside of the folded stack. Use spring clips or clothespins to hold the pages in place.
- ③ **Open the book to the center, then mark five dots**—evenly spaced—along the "ditch" or crease. Then punch through the pencil marks, making clean holes through all of the paper layers.
- ④ **Cut heavy thread** about three times longer than the book. Sew the pages together with a running stitch. Start at the top of the book and sew in and out of the holes allowing eight to ten inches of thread to extend beyond the top edge. At the fifth hole, sew the thread in the opposite direction filling in the spaces left by the running stitch. Pull the thread out at the center hole and remove the needle. Now thread the "tail" that is extending above the top edge and work that end back to the center hole. Remove the needle and tie the two loose ends together.
- ⑤ **Decorate the front cover** of the booklet with shamrocks or Celtic designs similar to the illustrations featured in the *Book of Kells*. Use markers or lettering pens to print the book's title.
- ⑥ **Write several of Saint Patrick's prayers** on the book pages or cut photocopies to fit each page of the book and glue them in place.

TRINITY SYMBOL TRIPTYCH

Learn

By following directions to select and organize images in a triptych, participants will demonstrate their understanding of Saint Patrick's teachings on the Trinity.

Locate

- ▶ Brushes, paint
- ▶ Cardboard and foam scraps
- ▶ Cards and pictures with religious themes
- ▶ Containers for paint
- ▶ Copy machine
- ▶ Paint, craft or tempera
- ▶ Paint, Gesso or flat white acrylic
- ▶ Paint, gold
- ▶ Glue
- ▶ Hinges and tools or duct tape
- ▶ Knife, mat or craft saw
- ▶ Paneling, plywood scraps, or heavy cardboard or mat board
- ▶ Paper
- ▶ Parent instruction sheet
- ▶ Pencils
- ▶ Resource sheet: "Symbols for the Trinity"
- ▶ Rulers
- ▶ Sandpaper
- ▶ Scissors
- ▶ Trims such as braids and cording
- ▶ Wood molding scraps

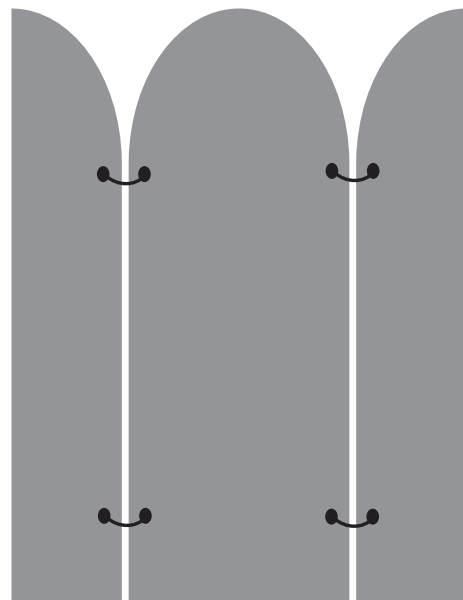
Advance Preparation

- ▶ Mark and cut wood or cardboard pieces ahead of time. Note that older children, teens, and adults may enjoy cutting or sawing the triptych panels. Time and safety must be considered.

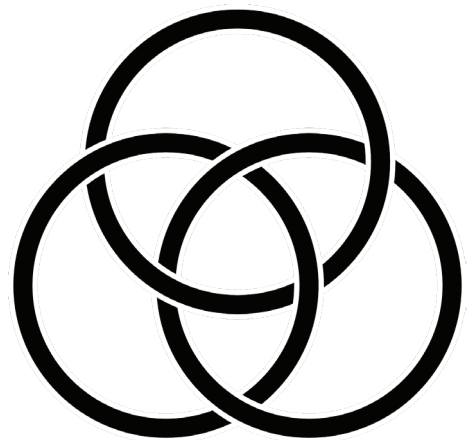
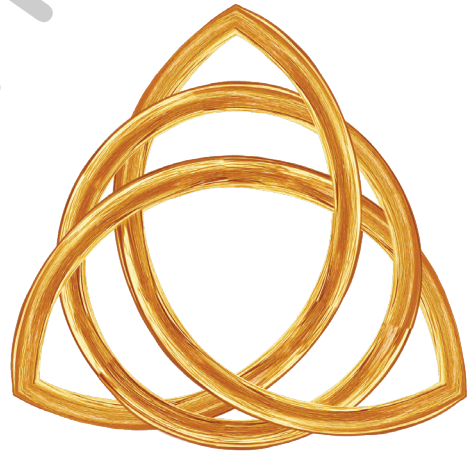
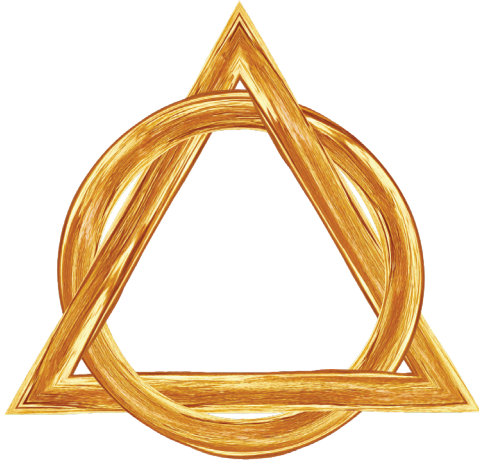
Lead

Guide the group as they create their triptychs. This project involves some complexity, but produces impressive, long-lasting results.

We recommend identifying one or more crafty volunteers who will get excited about leading this project. Find someone with woodworking skills to share their gifts.



SYMBOLS FOR THE TRINITY



TRINITY SYMBOL TRIPTYCH

You will make a three panel art project to display symbols of the Father, Son, and Holy Spirit.

- ① **Share this background information** with your child:
 - During his early days as a missionary, Patrick worked hard to teach the pagan (non-Christian) people of Ireland about basic Christian beliefs.
 - One day Patrick appeared before the pagan king and tried to explain the Trinity. In disbelief, the king asked, "How could three persons be in one?" Legends say Patrick used the shamrock to explain that the Father, Son, and Holy Spirit are three in one just as the shamrock is three leaves in one stem.
 - A triptych is artwork with three panels hinged together—also "three-in-one"! It is constructed so that the two outside panels fold over the center like doors. This painting or carving usually depicts religious subject matter.
- ② **Select three panels** and attach them together with hardware hinges or join the edges with strips of duct tape.
- ③ **Trace and cut symbols** of the Trinity from scraps of cardboard or foam. Glue the shapes to the three panels, then add borders using various trims and molding scraps.
- ④ **Give the base a finished look.** Sand any rough edges of wood. Brush on gesso or flat, white paint to cover all surfaces including the tape. Allow this base coat to dry.
- ⑤ **Decorate further.** Paint the raised symbols and add touches of gold paint for background or borders. For additional texture, glue on gold braid or cording.
- ⑥ **Add pictures.** Beautiful triptychs can be fashioned from religious pictures or greeting cards. Look for pictures that represent the Trinity. Glue pictures over the painted panels and embellish them with gold trims.
- ⑦ **Find a place to display** your artwork once it is completed, so that others may learn about Saint Patrick's teachings on the Trinity.