



One True Faith

Begin

Read aloud the unit title on page 1. **Say:** *Let's explore who God is and what it means to have faith in him.* Ask your child to try pouring liquid from a large can of juice with only one hole punched. Explain that air cannot get in the can to fill the empty space. A vacuum forms, which prevents juice from coming out quickly. **Say:** *Sometimes it can feel as though we have an empty space—a vacuum—within our hearts. Instinctively, we try to fill that space.*

Introduce the Saint

Ask your child to read aloud the paragraph on page 1. Explain that during the 300s, food was hard to come by and that by stealing pears, Augustine knew that he might be taking someone's only food. **Say:** *Augustine did something he knew was wrong. As he grew up, he searched for a better way to live. It wasn't until after he went down a few wrong paths that he turned to Christianity, which led him to God.* **Ask:** *How has Christianity led you to God?* (Possible answer: Christianity has taught me how to pray and how to act toward others.) *What answers are you still looking for?* (Possible answer: Why doesn't God stop wars?)

Invite your child to read aloud How the Saint Relates. Encourage your child to think about his or her own faith journey.

Turn to page 2. Take turns reading aloud Gift of Faith. Draw your child's attention to the sentence "Faith exists in relationships" in the third paragraph. Share with your child the names of three people whom you trust most in the world. Invite your child to share the names of people he or she trusts most. **Ask:** *What happens when someone breaks our trust?* (Possible answer: The relationship is damaged or ended.) **Say:** *Relationships are built on trust. Trusting is a risk; we don't trust blindly. We trust someone when evidence and our experience suggest that this person is reliable. Another word for trust is faith. When we respond to God's call to relationship, we place our faith, our trust, in him. We place our faith in God because evidence from Scripture and Tradition shows that God is reliable and can be trusted. The deeper our trust in God, the deeper our relationship with him can grow.*

Take turns reading aloud Past Meets Present. Discuss the meaning of *sacramentals*. Point out sacramentals you have at home, such as a crucifix, rosary, or statue of Mary. Ask your child to name other sacramentals he or she has seen or used at home or in church.

Together with your child, add Saint Augustine's feast day, August 28, to your calendar. Plan an event together to celebrate the life and teachings of Saint Augustine.



Three Persons in One God

Engage: Page 3

- ▶ Ask your child to name something that he or she considers a mystery. Read a story that includes a mystery and try to solve it together.
- ▶ Read aloud the session title and the text in the box on page 3. Discuss the picture.
Ask: *How do you think the idea of mystery and the session title might be related?* Be sure to emphasize the difference between a murder mystery and a faith mystery.
- ▶ Invite your child to explore the mystery of the Trinity with you. Tell him or her that asking questions about God is one of the ways that we build our faith, our trust, in God.
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 4–5

- ▶ Show your child a picture of an athlete, an actor, a comedian, or a musician you've seen in a live performance. Discuss what you know about the person's achievements and tell about your experience of seeing the person perform. **Say:** *Even though I know a little about this person and have seen him or her perform in person, we don't have a personal relationship. We really get to know people by developing personal relationships. In the same way, we also get to know God by developing a personal relationship with him and learning to trust him.*
- ▶ Invite your child to read aloud the article title The Blessed Trinity on page 4. Take turns reading the first five paragraphs. Discuss the meanings of *mystery* and *Trinity*, using the Glossary as needed. **Say:** *Think of the Trinity as three musical notes. When each is played on its own, the sound is distinctive and unique. When all three notes are played together, they form one sound.* If possible, demonstrate by playing three notes together on a musical instrument.
- ▶ Read aloud the sections One God and Three Persons. Have your child name the Three Persons of the Trinity. **Ask:** *When do we best live up to our name as a child of God?* (when we are united with others in loving relationships)
- ▶ Ask your child to read aloud Our Catholic Character. Discuss the concepts of monotheism and polytheism. If possible, research together the common history shared by the Jewish, Muslim, and Christian faiths through Abraham and Jesus.
- ▶ Together read aloud The Church and the Trinity on page 5. Remind your child that each Person of the Trinity is distinct yet equal. **Ask:** *Which Person of the Trinity do you associate with Creation (the Father) The Resurrection? (the Son) Breath? (the Holy Spirit)* **Ask:** *How does the Church support our faith and our relationship with God?* (Possible answer: Through the Church our faith is received, supported, and nourished.)



- ▶ Read aloud the Sacred Art feature. Explain that icons are a form of art used in prayer. They are sacred symbols that help us enter more deeply into the mystery of what they portray. Compare the images of the Persons of the Trinity to what your child has envisioned in his or her own mind. Explain that the figures from left to right are the Father, Son, and Holy Spirit. Discuss the similarities and differences among the figures.
- ▶ Invite your child to respond to questions about the session. **Ask:** *Which words best describe your understanding of the Trinity? How can praying the Sign of the Cross help you recall the Three Persons of the Trinity?*
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 6–7

- ▶ Together look at nature photos or take a walk in a neighborhood park or favorite outdoor site. Discuss how nature makes you feel.
- ▶ Ask your child to read aloud the article title God Is Our Creator on page 6. Take turns reading the opening paragraphs. Ask your child to read aloud the definitions of *Creator* and *free will* in the Glossary. Pause to talk about what it means to love ourselves as God's creation. **Say:** *God's creation is a constant reminder of how we are loved by God and that we can turn to him when we need help.*
- ▶ Read aloud the section Acting in Faith. Brainstorm specific examples for each response to God's love that is listed in the paragraph. For example, for the response "We can worship God through the celebration of the sacraments," a specific example might be "I can go to Mass and receive Holy Communion."
- ▶ Take turns reading aloud the section Catholic Social Teaching: A Response to God's Love on page 7. **Ask:** *What major change in society inspired the Church to develop Catholic Social Teaching?* (the Industrial Revolution) Discuss the meaning of *subsidiarity*. Read aloud the definition in the Glossary and relate the principle to the terms *Catholic Social Teaching* and the *common good*. For more information or to extend the discussion, refer to pages 298–300 in the Prayers and Practices section of the book.
- ▶ Complete the activity on page 7 together. If you have time, repeat the process for the other Catholic Social Teaching themes on a separate sheet of paper.
- ▶ Extend the concept of Catholic Social Teaching to daily life. Make a chart that you can display on your refrigerator to remind family members that they can make a difference every day.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 8–9

- ▶ Read aloud the title Signs of Love on page 8 and the paragraphs in the left column. Discuss what it means to be a disciple. Read aloud the definition of *disciple* in the Glossary.
- ▶ Together pray the prayer Reflect on the Sign of the Cross. Decide who will read the Leader parts. Pause for meditation between the parts. Conclude by praying together the Sign of the Cross.



- ▶ Look at page 9. Read aloud the introductory text of *Where Do I Fit In?* Talk about what it means to “fit in.” Explain that because the Catholic Church helps us know and grow closer to God and that God affects every aspect of our lives, we can always find a place to fit in.
- ▶ Take turns reading aloud *How Do We Know God Loves Us?* **Ask:** *What is the author’s main point about experiencing God?* (If you stay alert, you can find God in many different experiences.) Complete the activity on a separate sheet of paper and share your responses.

Respond: Page 10

- ▶ Read aloud the directions in *What’s What?* Read aloud the main idea and the example of a supporting detail. Ask your child to turn to pages 1–2 to verify the detail. Then have your child find a supporting detail for the remaining main ideas.
- ▶ Review the terms you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* On a sheet of paper, draw a triangle and write *Father* at the top. Write *Son* at the second point and *Holy Spirit* at the third point. Invite your child to do the same. Write your answers to the *Now What?* question in the center of your triangles and display them somewhere at home as a reminder. Together pray the Sign of the Cross.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.