

Lesson Plan 1:

Virgin Mary Epithets, Invocations and Her Most Ancient Names (Grades 9-12)

Basic Information

- Subject: Religious Education/Catholic Studies
- Duration: 75+ minutes (can be split into two or more sessions if needed)
- Materials: The 10 Epithets, 10 Invocations, and 10 Ancient Names cards (silver-rimmed) from the *Apparition* board game, journals, access to a whiteboard or digital collaboration tool, optional: printed excerpts from Church documents (e.g., *Lumen Gentium* or Catechism of the Catholic Church)

Standards and Objectives

- Standards:
 - Applies Catholic teachings to everyday life situations
 - Analyzes the role of Mary in salvation history and Catholic tradition
- Objectives:
 - Students will identify and explain Marian epithets, invocations, and ancient names
 - Students will analyze the theological and cultural significance of these titles and connect them to personal faith or broader societal themes

Vocabulary

- Epithet: A term used as a descriptive substitute for the name or title of a person
- Invocation: The act or an instance of asking, especially an appeal to a higher power for assistance
- Mediatrix: Refers to the Virgin Mary's role as a mediator between humanity and Jesus Christ. In Catholic theology, it means that Mary intercedes for people, bringing their prayers and needs to Jesus, who is the ultimate mediator between God and humanity (1 Timothy 2:5)
- Theotokos: Greek for "God-Bearer," an ancient title affirmed at the Council of Ephesus (431 AD)
- Intercessor: One who pleads or prays on behalf of others, tied to Mary's role

Anticipatory Set (5-7 minutes)

- "Throughout history, people have used titles to honor those they admire—think of nicknames like 'The King' for Elvis or 'Queen Bey' for Beyoncé. In the Catholic tradition, the Virgin Mary has been given hundreds of names and titles. What do you think these titles say about her role or how people see her?"
- Quick brainstorm: What titles have you heard for Mary?" Write student responses on the board (e.g., "Blessed Mother," "Queen of Heaven") to segue into the lesson

Direct Instruction (20 minutes)

- Briefly introduce Mary's role in Catholic theology (e.g., her "fiat" at the Annunciation, her presence at the Cross, her Assumption). Reference *Lumen Gentium* (Vatican II) on Mary as "Mother of the Church"
- Visit www.highercallinggames.com/epithets, www.highercallinggames.com/invocations, and www.highercallinggames.com/ancient (or provide printed summaries from these pages)
- Teacher selects and reads aloud:
 - One Epithet (e.g., "Seat of Wisdom"): Tie it to Mary's role in raising Jesus and her wisdom in faith
 - One Invocation (e.g., "Perpetual Help"): Link to the icon and its history of answered prayers
 - One Ancient Name (e.g., "New Eve"): Explain its meaning and earliest writings on this subject
- Pose a question: "Why do you think Mary's titles expanded over time? What do they reveal about human needs or beliefs?"

(Continued on next page)

Guided Practice (45 minutes)

- Distribute one Epithet (e), Invocation (i), or Ancient Name (n) card to each student (or pair, if class is large)
- Students present their card to the class (2-3 sentences: title and meaning)
- On a whiteboard, list these categories but allow more than one home for each:
 - Motherly: Mother of God (n), Our Lady (n), God Bearer (n), Blessed Mother (n), Seat of Wisdom (e)
 - Regal: Queen Mother (n), New Eve (n), Ever Virgin (n), Gate of Heaven (e)
 - Protective: Mediatrix (n), Advocate (n), Prompt Succor (i), Mercy (i), Joy of the Just (e)
 - Help: Miracles (i), Good Counsel (i), Perpetual Help (i), Good Success (i), Help of Christians (e), Destroyer of Heresy (e)
 - Symbolic: Star of the Sea (n), Untier of Knots (e), Morning Star (e), Mystical Rose (e), Ark of the Covenant (e)
 - Historic Events: Victory (i), Pillar (i), Seven Sorrows (i), Rosary (i)
- Wrap-up: Discuss, *“What do these categories tell us about Mary’s role in Catholicism? How do they reflect both divine and human qualities?”*

Independent Practice (10-15 minutes)

- Students select 2 favorite Marian titles
- In their journals, they write:
 - Why these titles resonate with them personally
 - How one title could apply to a modern challenge they face

Closure (10-15 minutes)

- 3-4 students (volunteers) share one title and their reflection (personal resonance or modern application)
- Ask: *“How do these titles show Mary as a bridge between us and God?”*
- Close with a shortened Litany of Loreto (e.g., 5-10 lines, including titles discussed), recited as a group, for example:
 - *“Mother of God, pray for us”*
 - *“Queen of Heaven, pray for us”*
 - *“Star of the Sea, pray for us”*

Assessment

- Journal Entries: Depth of reflection, connection to personal/modern life
- Participation: Engagement in categorization debate and closure sharing
- Discussion: Thoughtfulness of contributions (e.g., overlap arguments)

Lesson Plan 2:

The Virgin Mary in Art: Analyzing Historic Images and Creating Original Works (Grades 9-12)

Basic Information

- Subject: Art / Art History (High School Level)
- Duration: 75+ minutes (could be split into two or more sessions)
- Materials:
 - 50 cards from the *Apparition* board game (10 Epithets, 10 Invocations, 10 Ancient Names, 10 Virtues, 10 Places) featuring historic paintings of the Virgin Mary
 - Art supplies: sketch paper, pens, colored pencils, watercolors, or digital tablets
 - Journals or worksheets for notes
 - Optional: projector or handouts with enlarged card images

Standards and Objectives

- Standards:
 - Analyzes and interprets artworks using art history and visual principles (aligned with National Core Arts Standards)
 - Creates original artwork inspired by historical Marian art
- Objectives:
 - Students will evaluate the artistic styles, symbols, and cultural contexts of 50 historic images of the Virgin Mary
 - Students will create an original artwork of the Virgin Mary, incorporating a chosen epithet, invocation, or theme from the cards

Vocabulary

- Epithet: A descriptive title or name (e.g., “Seat of Wisdom”)
- Invocation: A prayerful appeal (e.g., “Perpetual Help”)
- Iconography: The visual symbols and motifs used in art to convey meaning (e.g., halos, stars)

Anticipatory Set (5-7 minutes)

- *“Given the prominence of the Virgin Mary being depicted in Christian iconography, it’s a reasonable hypothesis that she could hold the title of the most painted woman in world history”*
- *“Artists across centuries have depicted the Virgin Mary in countless ways—paintings, sculptures, icons. What comes to mind when you imagine her in art?”*
- *“Today, we’ll explore 50 historic images of Mary and create our own versions”*
- Show 2-3 example cards via projector or pass-around. Ask: *“What stands out: colors, symbols, facial expression, composition?”*

Direct Instruction (20 minutes)

- Introduce the Virgin Mary’s significance in art history and review common symbols: blue robe/tunic (heavenly purity), halo (holiness), lily (virginity), child Jesus (motherhood), rose (queen of all flowers, all virtues, sacrifice), crown (royalty), crescent moon (fertility)
- Distribute or display the 50 *Apparition* cards
- Highlight examples (teacher selects, suggestions below):
 - The Virgin in Prayer https://commons.wikimedia.org/wiki/File:Sassoferrato_-_Jungfrun_i_b%C3%B6n.jpg
 - Our Lady of the Pillar <https://commons.wikimedia.org/wiki/File:L'Aparici%C3%B3 de la Mare de D%C3%A9u del Pilar, Francisco de Goya, 1775-1785.jpg?uselang=en>
 - Madonna and Child <https://www.metmuseum.org/art/collection/search/436052?what=Paintings&ft=virgin&offset=160&rpp=40&pos=167>
 - Immaculate Heart of Mary https://commons.wikimedia.org/wiki/File:Immaculate_Heart_of_Mary.jpg

(Continued on next page)

- The Virgin of Mercy <https://www.gardnermuseum.org/experience/collection/10976>
- Guide questions: *“How do these images use color, pose, or symbols to reflect Mary’s titles?”*

Guided Practice (20 minutes)

- Divide students into small groups (3-4 per group). Assign each group 10-15 cards to analyze (ensuring coverage of all 50 across the class)
- Task: Evaluate the artworks using a worksheet or journal with these prompts:
 - Style: What artistic period or technique is suggested (e.g., Roman, medieval, Renaissance)?
 - Symbols: What iconography stands out (e.g., crown, stars, hands in prayer)?
 - Mood: What emotion does the image evoke?
 - Title Connection: How does the card title tie to the visual elements?
- Teacher charts common themes on the board (e.g., “Blue = purity,” “Gold = divine”)

Independent Practice (25 minutes or longer-term project)

- Students select one Marian title to inspire an original artwork
- Create a sketch or finished piece (depending on time/medium):
 - Must include at least one symbol tied to the title
- In journals, write a brief artist statement (3-5 sentences):
 - Why they chose the title, how their artwork reflects it, and what style they used

Closure (5-10 minutes)

- Quick gallery walk: Students display their sketches/artworks
- 2-3 volunteers share their piece and title aloud
- Wrap up: *“What makes Mary a timeless subject for artists?”*

Assessment

- Analysis: Depth of observations in guided practice, connection to title/style
- Artwork: Creativity/originality, use of symbols tied to title, effort in execution
- Artist Statement: Clarity of intent and reflection

Lesson Plan 3: Introduction to Marian Apparitions (Grades 9-12)

Basic Information

- Subject: Religious Education/Catholic Studies
- Duration: 75 minutes (can be split into two sessions)
- Materials:
 - Gold-rimmed cards from the *Apparition* board game (10 Vatican-approved apparitions)
 - Whiteboard or digital board
 - Journals or laptops for note-taking
 - Optional: Handouts with excerpts from Vatican documents or apparition summaries (e.g., from www.HigherCallingGames/Mary)

Standards and Objectives

- Standards:
 - Demonstrates knowledge of significant events in Catholic history (unchanged)
 - Analyzes the role of Mary in Catholic theology and culture (added for depth)
- Objectives:
 - Students will identify and describe 5 Vatican-approved Marian apparitions, including key details (e.g., seers, messages, miracles)
 - Students will evaluate the significance of these apparitions in the context of faith and history

Vocabulary

- Blessed Virgin Mary: The mother of Jesus
- Our Lady of (geographic name): A naming convention for Marian apparitions
- Apparition: An appearance of a holy figure, often with a divine purpose
- Seer: A person who witnesses an apparition
- Discernment: The Church's process of investigating apparitions for authenticity
- Theophany: A visible manifestation of God or a divine figure

Anticipatory Set (10 minutes)

- *"Marian apparitions are moments when Catholics believe Mary appeared on Earth with messages or miracles. Can you name any and what stood out about them?"*
- Record 3-5 student responses on the board (e.g., "Guadalupe's image on a cloak")
- Read the "Summary for Adults" of Lourdes and Beauraing from www.HigherCallingGames/Mary (via QR code or handout)
- Pose: *"Why might Mary choose young people as seers? What does this say about faith or childhood innocence?"*

Direct Instruction (20 minutes)

- List the 10 Vatican-approved apparitions from the gold-rimmed cards:
 - Our Lady of Guadalupe (1531, Mexico)
 - Our Lady of Laus (1664-1718, France)
 - Our Lady of the Miraculous Medal (1830, France)
 - Our Lady of La Salette (1846, France)
 - Our Lady of Lourdes (1858, France)
 - Our Lady of Pontmain (1871, France)
 - Our Lady of Knock (1879, Ireland)
 - Our Lady of Fatima (1917, Portugal)
 - Our Lady of Beauraing (1932-1933, Belgium)
 - Our Lady of Banneux (1933, Belgium)
- Tell the 500-word summary stories of 4-5 apparitions (use the QR codes to find the stories)
- Ask: *"What similarities do you see?"*

(Continued on next page)

Guided Practice (20 minutes)

- Divide into 5 groups (2 apparitions per group).
Assign cards:
 - Group 1: Guadalupe, Laus
 - Group 2: Miraculous Medal, Beauraing
 - Group 3: Lourdes, Banneux
 - Group 4: Fatima, La Salette
 - Group 5: Pontmain, Knock
- Task: Compare the 2 apparitions using the cards (5-7 min):
 - Who saw Mary (e.g., age, background)?
 - What were her messages and/or miracles?
 - How is she depicted (e.g., appearance, symbols)?
- Groups report (2 min each) on similarities and differences
- Class discussion: *“What do these similarities and differences reveal about Mary’s purpose?”*

Independent Practice (15 minutes)

- In journals, students pick one apparition from their group’s cards. Write or sketch:
 - Name, location, seer(s), and year
 - One key detail (e.g., message, miracle)
 - A personal reflection: *“How might this apparition’s messages remain relevant to today?”*

Closure (10 minutes)

- 3-5 students share their reflection
- Teacher: *“These apparitions shaped history and faith. Which one stuck with you most, and why?”*
- Close with a brief prayer (e.g., “Hail Mary” or the Fatima prayer)

Assessment

- Journal Entry: Accuracy of details, depth of reflection
- Group Participation: Engagement and contribution to discussion

Lesson Plan 4: Mary's Apparition Messages (Grades 9-12)

Basic Information

- Subject: Religious Education/Catholic Studies
- Duration: 75 minutes (can split into two sessions)
- Materials: Apparition reference materials (handouts or digital access), chart paper or whiteboard, markers, template for an op-ed article, access to devices for optional research

Standards and Objectives

- Standards: Analyze the historical and theological significance of Marian apparitions within Catholic tradition and their impact on contemporary faith practices
- Objectives: Students will critically evaluate the messages of Marian apparitions, explore theological implications, and articulate their relevance to Catholic life and global issues

Vocabulary

- Message: Theological insights or directives Mary conveyed during apparitions
- Conversion: A transformative reorientation of one's life toward God
- Penance: Spiritual practices aimed at atonement and renewal
- Prophecy: Revelatory statements about future events or divine will
- Theological Context: The broader religious framework informing apparition messages

Anticipatory Set (10 minutes)

- Ask: *"If you were tasked with delivering a message to change the world today, what medium would you choose and why? How does the method affect the message?"*
- Explain that Mary used apparitions as a direct, personal medium to deliver urgent messages. Ask: *"Why might this method have been chosen over others?"*

Direct Instruction (15 minutes)

- Highlight 3-4 messages from Marian apparitions
- Provide brief historical context for each

- Discuss the messages' content and purpose, emphasizing theological themes and their intended audience

Guided Practice (20 minutes)

- In small groups, students analyze provided excerpts of apparition messages
- Groups create a comparative chart on chart paper/whiteboard with columns: Apparition Name, Historical Context, Key Message, Theological Theme
- Facilitate discussion:
 - What patterns emerge across the messages?
 - How do the historical contexts shape the messages?
 - How might these messages challenge or affirm Catholic values today?

Independent Practice (15 minutes)

- Students write a short "op-ed" piece (150-200 words) imagining they are a journalist or theologian reflecting on one apparition. The piece should:
 - Summarize the message and its context
 - Argue its relevance to a modern issue (e.g., war, environmental crises, social justice)

Closure (10-15 minutes)

- Students share their op-eds in a brief "roundtable" format (e.g., 1-2 volunteers read aloud, or small groups discuss)
- Class discussion: *"If Mary appeared in 2025, what might her message address, given today's global challenges? How would it resonate with high school students like you?"*

Assessment

- Op-ed demonstrates accurate understanding of the apparition's message and thoughtful application to a modern issue
- Participation in group analysis and class discussion reflects engagement and critical thinking

Lesson Plan 5: Bringing Marian Virtues Into Our Lives (Grades 9-12)

Basic Information

- Subject: Religious Education/Catholic Studies
- Duration: 75 minutes (can be split into two sessions)
- Materials: Handouts or digital access to Mary's 10 Evangelical Virtues (e.g., from <https://www.highercallinggames.com/virtues>), journals or digital note-taking tools, chart paper or whiteboard, markers

Standards and Objectives

- Standards: Integrates Catholic moral theology into personal decision-making and social contexts
- Objectives: Students will critically examine Mary's 10 Evangelical Virtues, evaluate their relevance to contemporary challenges, and develop a detailed personal action plan to embody 2-3 virtues in their lives

Vocabulary

- Virtue: A moral habit that reflects holiness and aligns with God's will
- Evangelical: Rooted in the Gospel teachings, emphasizing Christ-like living
- Emulate: To intentionally model one's behavior after an exemplary figure
- Character: The sum of moral qualities that define an individual's identity
- Discernment: The process of prayerfully determining how to live virtuously

Anticipatory Set (10 minutes)

- Prompt: *"Think of a person—real or fictional—you admire for their moral strength and write a brief paragraph about what specifically makes them a role model and how those traits influence others"*
- Share a few responses as a class, identifying common admired qualities
- Transition: Present Mary as a timeless exemplar of virtue, asking, *"What virtuous traits of the Virgin Mary are uniquely challenging or inspiring for teenagers today?"*

Direct Instruction (15 minutes)

- Review Mary's 10 Evangelical Virtues using provided materials
- Briefly explain each virtue's Gospel foundation and historical significance in Mary's life
- Ask: *"How are each of these virtues perceived in our society today?"*

Guided Practice (25 minutes)

- Divide the class into 5 groups with each assigned 2 virtues
- Task: Groups discuss and brainstorm:
 - How does this virtue manifest in Mary's life or apparitions?
 - What are 3-5 practical ways teenagers could live out the two assigned virtues?
- Groups record ideas on chart paper/whiteboard, creating a class "Virtue Application Chart"
- Facilitate a brief class debrief: *"Which virtues feel most countercultural today and which are more needed today?"*

Independent Practice (15 minutes)

- Students select 2-3 virtues they feel drawn to cultivate personally
- In journals (or digital format), they write a reflective action plan (200-300 words) addressing:
 - Why these virtues resonate with you personally or spiritually
 - Specific, actionable steps to practice them in key areas of life (home, school, social circles, online)
 - Potential obstacles (e.g., peer pressure, time constraints) and strategies to overcome them (e.g., accountability partners, prayer)
 - How living these virtues might influence their relationships or future goals

(Continued on next page)

Closure (10 minutes)

- Students pair up to share one chosen virtue and a specific action step, discussing its feasibility
- Whole-class reflection: *"How might embracing these virtues change our school or community?"*
- Close with a prayer (e.g., the Memorare) asking Mary's intercession for strength in this pursuit

Assessment

- Journal entries demonstrate thoughtful understanding of chosen virtues and their Gospel roots
- Action plans include specific, realistic steps and address challenges with maturity
- Participation in group discussions and closure shows engagement and insight

Extension Activities

- Create a digital or physical "Virtue Challenge" campaign for the class
- Monthly reflection sessions where students discuss and refine their action plans

Lesson Plan 6: Saints Devoted to the Virgin Mary (Grades 9-12)

Basic Information

- Subject: Religious Education/Catholic Studies
- Duration: 75 minutes (can be split across two sessions)
- Materials: Handouts or digital access to profiles/quotes of 18 saints devoted to Mary (e.g., from <https://www.highercallinggames.com/saints/>), journals or digital note-taking tools, whiteboard/chart paper, markers, optional: a Marian scapular for demonstration

Standards and Objectives

- Standards: Examines the intersection of Catholic hagiography and Mariology, applying insights to personal spirituality and ethical living
- Objectives: Students will analyze the lives and Marian devotion of selected saints, evaluate the theological significance of their examples, and reflect on how these models inspire contemporary faith

Vocabulary

- Devout: Deeply committed to spiritual practice and reverence
- Marian Scapular: A sacramental garment symbolizing consecration to Mary and a pledge to Christian virtues; colors denote specific devotions (e.g., Brown for Our Lady of Mount Carmel, Blue for the Immaculate Conception)
- Mystic: A person who experiences profound, direct encounters with the divine, often transcending ordinary perception
- Stigmatist: An individual marked by the physical wounds of Christ's Passion, reflecting intense spiritual union
- Hagiography: The study or writing of saints' lives, emphasizing their virtues and legacy

Anticipatory Set (5 minutes)

- Prompt: *"Why might ordinary people who later are revered as saints, turn to Mary as a source of inspiration or intercession? How do you think Mary shaped their lives?"*
- Students share initial thoughts
- Record key ideas on the whiteboard, setting the stage for exploring saints' devotion

Direct Instruction (15 minutes)

- Introduce 3-5 saints from the 18 with brief bios focusing on their Marian devotion (use provided materials or site)
- Highlight diverse expressions: theological writings, visions, martyrdom
- If possible, show a Marian scapular, explaining its symbolism and significance for those who wear them

Guided Practice (25 minutes)

- Assign each student one of the 18 saints' quotes about Mary found on the game cards (pair up students if >18)
- Task: Students read their quote aloud, then propose 1-2 key themes or insights it reveals about Marian devotion
- Record these on a whiteboard/chart in a mind-map format, connecting related themes (e.g., "intercession" links multiple saints)
- Facilitate discussion:
 - *"What do these themes suggest about Mary's role in the saints' lives?"*
 - *"How do their contexts (e.g., era, struggles) influence their devotion?"*

(Continued on next page)

Independent Practice (15-20 minutes)

- Students select 2 themes from the class mind-map that resonate with them personally or spiritually
- In journals (200-300 words), they reflect:
 - Why these themes stand out (e.g., relevance to their life, admiration for the saint)
 - How a specific saint's devotion to Mary could inspire their own faith or actions
 - One concrete way they could emulate this devotion in a modern context

Closure (10 minutes)

- Invite 2-3 students to share a theme and their reflection (or one action step)
- Class discussion: *"How might the Marian devotion of these saints speak to challenges high schoolers face today—like identity, purpose, or societal pressures?"*
- Close with St. Faustina's prayer to Mary: *"Sweet Mother, unite my soul with Jesus... Instruct me on the spiritual life, may the sword of suffering never crush me. O pure Virgin, watch over my heart and pour courage into it."*

Assessment

- Journal entries demonstrate thoughtful engagement with saints' quotes and personal application
- Participation in quote-sharing and discussion reflects critical thinking and attentiveness

Extension Activities

- Research project: Students adopt one saint, creating a short presentation or essay on their life, Marian devotion, and modern relevance
- "Saints & Mary" quote board: Rotate a saint's quote weekly, with a brief class reflection on its meaning

Additional Lesson Plan Ideas (Grades 9-12)

The *Apparition* board game centers on Marian apparitions, saints devoted to Mary, and her evangelical virtues, Marian invocations and epithets. In addition to being a game, it offers a rich foundation for lesson plans in a high school Religious Education or Catholic Studies context.

Below are additional lesson plan topics tailored for high school students (Grades 9-12), leveraging the game's components. These topics are designed to deepen theological understanding, encourage critical thinking, and connect faith to contemporary life, aligning with the developmental stage of high school students.

Implementation Notes

- **Duration:** Each topic can fit a 60-75 minute class or be split across two sessions for deeper exploration
- **Adaptability:** Activities can be scaled (e.g., shorter reflections for time constraints) or enhanced with technology (e.g., digital research, presentations)
- **Assessment:** Evaluate through journal reflections, group products (charts, posters), and participation in discussions, focusing on insight and application

Living Marian Virtues: Applying Evangelical Virtues Today

- **Focus:** Examine Mary's 10 Evangelical Virtues (e.g., humility, charity, obedience) as presented in the Virtue cards
- **Objective:** Students will assess how these virtues can shape personal character and address contemporary teenage challenges (e.g., social media pressures, peer relationships)
- **Activity:**
 - In small groups, analyze 2-3 virtues, brainstorming modern applications (e.g., patience in online debates, charity in community service)
 - Individually, create a personal action plan in journals, selecting 2 virtues to practice and outlining specific steps and potential obstacles
- **Discussion:** "Which virtues feel most countercultural today, and how might they transform our school community?"
- **Materials:** Virtue cards, journals

Saints as Models of Marian Devotion

- **Focus:** Investigate the lives of saints from the Saints cards and their devotion to Mary
- **Objective:** Students will explore how these saints' relationships with Mary influenced their faith and actions, drawing parallels to their own spiritual journeys.
- **Activity:**
 - Assign each student a saint's quote from the cards; they present the quote and propose a key theme (e.g., trust, sacrifice)
 - Create a class mind-map of themes on a whiteboard, then write a reflective journal entry on how one saint's devotion inspires them personally
- **Discussion:** "How can these saints' examples guide us through modern dilemmas like identity or purpose?"
- **Materials:** Saints cards, whiteboard, journals

(Continued on next page)

Additional Lesson Plan Ideas (Grades 9-12)

What Saints Want Us to Know

- **Focus:** Explore the famous quotes of the 18 Saints included in the Apparition game.
- **Objective:** Deepen student exposure and consideration of the thoughts and commentary revealed in these famous quotes, and evaluate their applicability to the students' lives today
- **Activity:**
 - Distribute one Saints card to every student (double up if needed)
 - Ask them to research the famous quotes for their saint (these can be found using the card QR codes) and pick one quote that they find to be the most powerful or thought provoking
- **Discussion:** Students share their responses with the class
- **Materials:** Saints cards and online access to obtain the quotes

Comparative Theology: Marian Devotion Across Cultures

- **Focus:** Compare apparitions from different regions (e.g., Guadalupe in Mexico, Akita in Japan, Gietrzwałd in Poland) using Apparition cards
- **Objective:** Students will assess how Mary's appearances reflect cultural diversity while conveying universal Catholic themes
- **Activity:**
 - In groups, analyze two apparitions, noting shared cultural elements and shared messages
 - Present findings in a short skit or infographic, highlighting unity and diversity in Marian devotion
- **Discussion:** "How does Mary's adaptability across cultures speak to the global nature of Catholicism?"
- **Materials:** Apparition cards, art supplies or digital tools

Mystics and Stigmatists: Mary's Influence on Extraordinary Lives

- **Focus:** Study saints from the game identified as mystics or stigmatists and their Marian connections
 - Both Mystics & Stigmatists: Blessed Anne Catherine Emmerich, St. Francis of Assisi, St. Gemma Galgani, and St. Padre Pio of Pietrelcina
 - Mystics: St. Francis de Sales, St. Faustina Kowalska, St. Gertrude the Great, St. Ignatius of Loyola, St. John Bosco, St. John Vianney, St. Margaret Mary Alacoque, Venerable Mary of Jesus of Agreda, St. Maximilian Kolbe, St. Teresa of Avila, St. Teresa Benedicta of the Cross, and St. Thérèse of Lisieux
- **Objective:** Students will analyze the intersection of mystical experiences, Marian devotion, and holiness, reflecting on divine encounters in their own terms
- **Activity:**
 - Research a mystic/stigmatist saint from the cards, focusing on how Mary shaped their spiritual experiences
 - Write a short narrative imagining a modern-day mystic's encounter with Mary, incorporating a game-inspired message or Marian virtue
- **Discussion:** "What do these extraordinary lives teach us about faith, even if we don't experience the same phenomena?"
- **Materials:** Saints cards, research access

(Continued on next page)



Additional Lesson Plan Ideas (Grades 9-12)

Prophecy and Prayer: Fatima's Call in a Modern Context

- **Focus:** Dive into the Fatima apparition (from the Apparition cards), emphasizing its prophecies and call to prayer
- **Objective:** Students will evaluate the role of prophecy in faith and design a prayer campaign inspired by Fatima's message
- **Activity:**
 - Read aloud the 500-word "Adult Summary" of the Fatima story at <https://www.highercallinggames.com/fatima>
 - Discuss Fatima's three secrets and prayer requests (e.g., Rosary for peace), connecting them to historical events (e.g., WWII)
 - Create a "2025 Prayer Initiative" poster or social media post, adapting Fatima's call to a current need (e.g., unity, healing)
- **Discussion:** "How can prayer, as Mary urged at Fatima, respond to today's crises?"
- **Materials:** Apparition cards, poster supplies or digital design tools