KNIGHTS OF COLUMBUS

IN SERVICE TO ONE. IN SERVICE TO ALL.

6/23/2025

Minutes for Greater Austin Chapter

Location: St. Vincent de Paul Catholic Church, Austin, TX

The meeting was called to order at 7:30 P.M. by Victor Medina

Prayer was offered by Deacon Phuc Phan

Pledge of allegiance was led by President Victor Medina

The roll of officers was called and noted as follows (P – Present / A – Absent / E - Excused):

President	Victor Medina	**P**
Vice President	Ramiro Balli	**P**
Treasurer	Michael D'Antonio	**P**
Secretary	Mike Hyzak	**P**

Guest Presentation: Jacque Tate, a prolife advocate at St. Mary's Our Lady of the Lake in Lago Vista, presented on her activities. She worked at Our Lady of the Lake last year to sponsor and pay for fetal models for prolife projects, including the Glimpse Inside education program offered by JPII Life Center with the Church teens. She advocated to have the models and education program in every Church in the Diocese to have these important models to help educate children on the sanctity of life so they can see with their pure eyes that our brothers and sisters in the womb need our protection. See the following links and attached flyer pro.life/products?globalsearchtext=fetal and https://www.glimpseinside.org/

Victor Medina thanked Council 13927 for hosting and providing the meeting meal.

Approval of Minutes: Meeting minutes from the May 19th meeting were emailed in advance of the meeting. A motion to accept the meeting minutes was made, seconded, and approved via vote.

Chaplain's Report: No report. The Chapter is currently working on securing a new chaplain.

Vice President's Report: Vice President Ramiro Balli reported 19 total registrations (17 councils and 2 assemblies) are current members of the chapter for the fraternal year that is ending. We have received two registrations for the new fraternal year.

Treasurer's Report: Treasurer's Report was sent in advance of meeting. Summary of balances are:

- Checking account balance is $14,524.61
- Savings account balance is $1.20 ($1 required minimum)
- Hospitality suite balance is $1,451.10 (ending balance carrying into next fraternal year)
- Net working capital is $13,073.51

No income to report, but checks have cleared for Archbishop Joe Vasquez, JPII Life Center, and American Wheelchair Mission. There is still a check for $500 to the Diocese for the priest retreat golf outing that has not cleared. A motion to accept the Treasurer report was made, seconded, and approved via vote.

President's Report: Chapter President Victor Medina reported the following:

- Chili Cookoff Report
  - Entry Fees $180.00
  - Taster Payments $852.00
  - Raffle Proceeds $90.00
  - TOTAL REVENUE $1122, net proceeds go to participating council charity goals
- Officers for new fraternal year are as follows:
  - Ramiro Balli – President (Council 13927)
  - Mike D'Antonio – Vice President (Council 4868)
  - Mike Hyzak – Treasurer (Council 5967)
  - Lee Fracker – Secretary (Council 14943)
- Wednesday June 11 Round Rock Express Knights of Columbus Event
  - Great job by the Color Corps
  - St. Albert the Great was heavily represented
- Council 9997 Monday October 13, 2025 Mobile Loaves and Fishes Golf Tournament at Star Ranch Hutto (see attached) and online: https://kofcaustin.org/wp-content/uploads/2025/03/mlf-2025-golf-tournament-flyer.pdf
- Last meeting of WCP Victor's tenure
  - Enjoyed every minute
  - Thank you for your support
- Upcoming Meetings
  - St. Ignatius will host on July 28
  - August is open
  - September 22 at St. Catherine of Siena
  - October 27 at JPII Life Center
  - November 24 in San Marcos
  - No December meeting
  - January 26 at St. Louis
  - April 27 at St. Vincent de Paul
  - February, March, May, June, and July 2026 are also open
- Chapter registrations are being accepted for the new fraternal year
  - See attached form
  - $50 registration fee
  - Two councils have registered
- Check website and Facebook page for news and info
  - https://kofcaustin.org/
  - https://www.facebook.com/share/g/ms8nzj5tJoQVp5Kk/

Diocesan Reports:

Worthy Diocesan Deputy Victor Medina reported:

- KC Diocesan Chili Cookoff
  - McGivney Belt (winner based on judges) went to St. Williams Council 9368
  - Tasters Choice Award (winner based attendees) went to St. Albert Council 10333
  - Hope event will grow
  - Menudo Cookoff maybe in October

- State Charities
    - Beat last year's record, and surpassed our goal for second year in a row
    - 116% of goal ($118,000 of $101,530)
    - only $3700 away from 120%, which is a goal we would like to achieve
- Membership
    - Last month we were at 123% of goal
    - For month of June, we are at 78%. Shy by 12 new members.
    - What drives membership goals for Diocese is conversions
    - We had an online CUF via Zoom on June 11
- Fraternal Benefits Events
    - Getting close to end of fraternal year
    - Submit Form 11077 online to earn an FBE credit.
    - Needed for Star Council (also Safe Environment Compliance)
- Ceremonies of Charity-Unity-Fraternity
    - Coming up with some ideas
    - One CUF per District per Month (21) is a goal for new fraternal year
    - June 25 virtual one sent to all prospects
    - Saturday June 28 at St. Louis 6 pm Bilingual
- Forms Due before July 1
    - SP-7 is due
    - New officers and directors Forms 185/365 are due
    - Forms@tkofc.org and copy District Deputy and Diocesan Deputy

Committee Reports:

- Box of Joy – Mike Hyzak reported:
    - Cross Catholic Outreach program that distributes Christmas gift boxes to impoverished in other countries
    - Received a request to host this program in the Diocese of Austin again this year (last year was first year)
    - Last year we donated in $1509 in monetary donations (primarily covers program costs including the cost of shipping to the Florida distribution center and the countries in need
    - Last year we donated 200 filled boxes
    - Recommend investing $500 to collect items and possibly pack at a Chapter meeting
    - Boxes will be collected to go out in mid-November
- Membership – Mike McLaughlin reported:
    - Monthly CUFs as outline by WDD Victor
    - Include Mike McLaughlin on email notices of CUF's
- Clergy and Religious Appreciation Dinner – Mike McLaughlin reported:
    - St. Helens Calendar comes out in July, starting to look at dates in February
    - 3rd Tuesday Planning Meetings start in August
- Seminarians - Ramiro Balli reported:
    - 47 Seminarians in formation (Down from 60)
    - 5 Transitional Diaconates were ordained as Priests in June at St. Vincent de Paul
    - Please pray for seminarians
    - $50,770 collected from councils and assemblies
    - Potentially 55 new seminarians
- Special Olympics – Bill Boiko reported:
    - Area 13 Events:
        - 07/13/25: Central Region Aquathon, TBD Location, Austin, TX

        - https://www.sotx.org/event-detail/18626137
    - 07/24/25: Tip a Cop at Texas Roadhouse in Austin
        - law enforcement officers volunteer their time to serve guests at Texas Roadhouse, collecting tips that go directly to support Special Olympics programs
        - https://www.classy.org/team/662540
    - 08/16/25: Bocci Ball
        - https://www.sotx.org/event-detail/18626165
    - 08/20/25: Central Region Golf Tournament at Shadow Glen in Manor
        - https://www.sotx.org/event-detail/18626149
    - 08/23/25: Central Region Top Golf in Austin
        - https://www.sotx.org/event-detail/18626148
  - Topgolf Unified Fore Joy ProAm: Austin 09/05/25
  - Full info always available at https://www.sotx.org/
- Wheelchair Mission – Bill Boiko reported:
  - $87,885 raised so far for the fraternal year
  - Wheelchair counts:
    - 113 Given Out
    - 109 Remaining (primarily in 18" and 20" sizes)
  - Discuss about wheelchairs:
    - You can designate where you want them to go
    - Diocesan wheelchairs are stored at Sacred Heart in Austin
- Pilgrim Icon – SK Ricardo Renteria reported:
  - Thanked Carlos and St. Catherine's for fixing the icon
  - St. Catherine of Sienna still has it
  - No other requests, maximum 2 weeks
  - We are ordering the cards
  - Two years for the Sacred Heart Icon
  - St. Catherine's Report:
    - Had it displayed at Adoration
    - Next Friday at two masses for Sacred Heart Feast Day
- Silver Rose – WDM Blake Krass reported:
  - Use typically pickups in September, start getting your requests in
  - One council has the first weekend in October
- Emergency Awareness – DD Lee Fracker was unable to attend (no report)
- EIM Coordinator – DD Lee Fracker was unable to attend (no report)
- Charity – DD Kevin Martinez is new lead
- Culture of Life – Mike Rush reported:
  - Walk for Life was this past weekend
  - Rally for Life is January 24th
  - Ace Wings request for requirements at next meeting
- Free Throw – WDD Victor reported:
  - Event date is set for February 15 at San Juan Diego Catholic High School in South Austin
  - Registration at 1 pm, Shooting at 2 pm
- Spanish Council Coordinator – No report, securing a new lead
- Donations – SK Leo reported
  - Potential causes/charities/programs outlined in attached list
  - Potentially $500 to help with Cor
  - Potentially Box of Joy $500

- Generally, we have $3000 to $4000 per year at our disposal
- CRAD and Hospitality Suite don't need seed money
- Items will be proposed in New Business

Spiritual Director's Report: Spiritual Director Deacon Phuc Phan reported it is good to be back after missing a couple of meetings. Thank you to outgoing WCP Victor and outgoing officers. Welcome new WCP Ramiro and new officers. Brother Knights, the Knights of Columbus are called to Faith in Action. Was able to attend the Exemplification at St. Alberts, and was inspired by the new members, some were new converts to the Catholic faith or others had been away from their faith and are coming back. The Knights of Columbus are a great organization since they provide accountability for fellow Catholic men. With Corpus Christi Feast Day just celebrated it is important to realize we are being fedd by the Body and Blood of Christ.
Deacon Phuc's full report is posted here:
https://kofcaustin.org/2025/06/24/kc-austin-chapter-a-report-of-the-spiritual-director-6-23-2025/

Communications/Newsletter/Website: SK Robert Cavazos unable to attend.

Unfinished Business:

- None

New Business:

- 2025-2026 Budget Discussion
  - Other Charity was budgeted at $4000 last year
  - Specific Budget Recommendations
    - Mike Hyzak recommended Box of Joy at $500 (to buy supplies for the Chapter to assemble boxes at a meeting potentially)
    - Admin was at $700 last year and we spent $571.66
    - WDD Victor would like some Seed Money for Diocesan Events of $500
    - Mike Hyzak recommended CTFCM Conference at $500 x 2 events
      - Spanish CTFCM Men's Conference September 27th
      - English CTFCM Men's Conference in February
    - Mike Hyzak recommended CYO-CTX at $500
      - Last year Knights of Columbus were considered a total $2500 title sponsor based on $500 from the Chapter and donations from a few councils
    - Ramiro Balli recommended a donation to Deacon Phuc at $300
  - Draft Budget will be developed based on these recommendations and presented at the July meeting and voted no later than the August meeting
- Concept to Allow Zoom Meetings for the Chapter
  - Making a trial run tonight with equipment and Zoom account loaned by Mike D'Antonio
  - Would like to try out for a few meetings to garner more participation
  - Discussion centered around:
    - Concern that allowing remote attendance will diminish in-person attendance
    - How would voting be conducted with virtually attending delegates
    - How to ensure virtual attendees represent councils that have paid chapter dues
    - Advantage of allowing those in far reaching areas of the Diocese to attend
    - Advantage of allowing members with family/work commitments to attend
  - A motion was made to allow zoom meetings on a trial basis with stipulations for a remote voting process and attendance limitation to dues-paying councils was made, seconded, and approved via vote (two members voted "no").

- Need Volunteers for an Chapter Audit team
    - Ramiro Balli, Blake Krass, Leo Saenz, Mike McLaughlin

State Committee Reports:

- SK Leo Saenz – No report
- FS Training – SK Pete Donahoe reported:
    - Financial Secretary Training Sat June 28th 9 am in Lockhart
        - Review responsibilities of the Financial Secretary
        - Will go online to look at the management information on the kofc.org website
        - Train on how to bring a member into the Council electronically
    - New Phone Number for outreach: 512-995-0505

State Office Report:

- State Executive Secretary Carlos Gonzales: No report

District Deputy Reports (encourage reports at meetings):

- DD 159 Luis Canales
    - Introduced as a transfer from South Texas and new District Deputy
- DD 160 Gary Reeves
    - New council development in Llano and Mason
    - During the Wheelchair event, signed up 5 new members and 2 transfers
    - Pregnancy Resource Center in Kingsland
        - ASAP Sonogram
        - Marble Falls Council 13255 and Horseshoe Bay Council/Assembly collectively donated nearly $9000 total, but doubled through this Supreme program

Field Agents Report: No Field Agents were present, no report.

Fourth Degree Report: Worthy District Master Blake Krass reported:

- Chalice Program
    - Ensure they are not going to storage or not being utilized
- New Ceremony
    - Attended new exemplification in Dallas on June 14
    - Maybe 4 smaller ones in the Diocese of Austin in the near future
    - Hold in Church ideally to simplify logistics
    - First Austin Diocese 4th Degree Exemplification on September 27th in Rockne
- See attached flyer for full report
- More information about exemplifications and other general topics
    - https://tinyurl.com/texasdistrict6
- Fourth Degree Online information is available here:
    - Fourth Degree (Patriotic Degree) – Greater Austin Area Chapter Knights of Columbus

Good of the Order: see attached

Closing Prayer was led by Deacon Phuc Phan.

The meeting was adjourned by Chapter President Victor Medina at 9:15 pm.

Attest:

Secretary: **Mike Hyzak**

Welcome

A Glimpse Inside is an initiative of the St. JPII Life Center

Suggested Age Level:

- 12 and Up

What students will learn:

- The role medical doctors can play in caring for expectant mothers and their babies
- The difference between a scientific perspective and a personal opinion
- Reasons why doctors use technical terms to describe common things (such as parts of human anatomy, illnesses, or developing babies.)
- Guidelines for respectful dialogue, to prepare for discussions about A Glimpse Inside.

Welcome Video Activities

- Pre-Viewing Questions
- **Activity I**: Understanding How a Scientific Approach Differs from Personal Opinion
- **Activity II**: Medical Terms Discussion: Is a Fetus a Baby?
- **Activity III**: Guidelines for Respectful Discussion
- Welcome Video Quiz



But test everything; hold fast what is good.

1 Thessalonians 5:21

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Lesson Plan

Pre-Viewing Activity

10 minutes

Before watching the video, have students answer the questions on **Student Worksheet 1: *Pre-Viewing Questions***.

Activity I: *Understanding How a Scientific Approach Differs from Personal Opinion*

5 minutes

A. Begin by pointing out that, as Dr. Kalamarides and Dr. Weidaw stated, we will be learning about fetal development from a scientific perspective, and not through personal opinions. It is important to understand the difference between these two approaches. Ask if anyone can summarize the difference between them. A *scientific perspective will be based on observation and experimentation, while personal opinions can be based on many things, including individual preferences.*

B. In order to check on students' understanding, say aloud the following series of statements (feel free to add your own) and ask for a show of hands if it represents a scientific perspective, or a personal opinion. Correct any misunderstandings.

- There are more than 10 species of fish in Lake Minnetonka. *(scientific)*
- Lake Minnetonka is the most beautiful lake in the world. *(opinion)*
- A slice of pizza contains about 300 calories. *(scientific)*
- Pizza makes a better meal than tuna salad. *(opinion)*
- A mother typically carries a baby for 40 weeks before it he or she is born. *(scientific)*
- Feeling the baby move is the best part of pregnancy. *(opinion)*

C. Wrap up the discussion by pointing out that scientific opinion is based on observation, experimentation, research, and analysis. This does not mean scientific perspectives are always right and cannot be challenged. In fact, the opposite is true. Good scientists seek to be challenged! The scientific community will seek to replicate results in order to arrive at the best possible understanding. As other scientists find the same results, we can have greater confidence in a finding.

Activity II: *Medical Terms Discussion: Is a Fetus a Baby?*

15 minutes

A. After watching the video, brainstorm with students for a few moments, making a list of all the words they know to describe people as we go through different states of life.

- For example: newborn, infant, baby, toddler, child, tween, teen, young adult, adult, middle-aged, elderly, senior citizen, and so forth.

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B. Then lead a class discussion covering the points outlined in steps C-G below:

C. Explain to your students that, as people grow and move through different stages of life, we can use different words to describe those phases: newborn, infant, baby, toddler, child, tween, teenager, adult, senior citizen, and so forth. When physicians use words like this, they tend to be different from typical words you hear every day. For example (write on the board if possible):

- From the first moment life begins, doctors call the baby a ***zygote***. A zygote is a fertilized egg: the earliest stage of human development. The zygote begins as a single cell, which contains all 46 chromosomes of the young human being. It divides rapidly in the days following fertilization.
- Once he or she has been growing for 5-9 weeks, doctors call him or her an ***embryo***.
- A baby that is older than 10 weeks old is called a ***fetus***. The word fetus means "offspring" or "young one" in Latin.
- One who has just been born is called a ***neonate*** (which literally means newborn).

D. Ask students what other words have you ever heard physicians use that sound like they are based on Greek or Latin? If they need help, offer some hints:

- Have you ever broken a bone? Or strained a muscle? Which one? (*Common bones to break might be the tibia or fibula, radius or ulna.*) Emphasize that saying, for example, that you broke your femur is basically the same thing as saying you broke your thigh bone. One is just a medical term for the same bone.
- If you work out regularly, can you think of the names of any muscles? (*Accept reasoned answers, guiding students to think of the scientific muscle name, e.g. "biceps" rather than "arm muscles"; "pectorals" and not "chest;" "quadriceps" and not "thighs"*).
- Has a doctor ever told you your tonsils were swollen? What did they call that illness? (*Tonsillitis. In medicine, the suffix -itis means there is swelling. If students mention strep throat, point out that strep is short for streptococcus, the Latin name for a certain bacteria*)
- Do you know what a doctor who treats children is called? (A *pediatrician, from the Greek for doctor of children).*

E. Ask the class why they think doctors use words from ancient languages no one speaks anymore, like Latin? (*Historically it allowed for medical knowledge to be exchanged despite language differences.*) Prompt older students to consider how the use of Latin might have affected the ability of less-educated people to access medical knowledge.

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F. As we have been discussing, doctors use the word *fetus* to refer to an unborn baby in the womb. But it is still a baby, just like your radius is your forearm bone, and your cranium is your skull. A fetus is an unborn baby. In other words, the use of the term *fetus* is not a sign that the baby is not a human being, or that doctors don't believe the growing baby is a human being.

G. Do you think the use of the word *fetus* outside the medical world might have the effect of making the baby seem less like a human being, even leading some people to think the fetus is not a human being at all? Why or why not? *Accept reasoned answers.*

H. Have students complete **Student Worksheet 2: *Understanding Medical Terms***.

Activity III: *Guidelines for Respectful Discussion*

10 minutes

A. Emphasize to the class what Dr. Weidaw stated about the need to be respectful during conversations. Go over the tips on **Student Worksheet 3: *Civil Discussion***, adding any other guidelines you believe would be helpful.

B. Access a bonus lesson online at **SophiaOnline.org/CivilDiscussion**. This free resource includes an interactive activity on how the proper ordering of our faculties—our intellect first, then our will, and lastly, our feelings—is needed for reasonable discussion to take place.

Wrap-up: *Welcome Video Quiz*

10 minutes

Have students complete the Welcome Video Quiz. If possible, collect and review their questions before showing the next segment.

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Pre-Viewing Questions

Directions: Before watching the video, answer the questions below:

Pre-Video Questions

1. If you wanted to learn about how babies develop in their mothers' womb, where would you go, or who would you trust most to give that information, and why?

2. Think about what you already may know about the development of babies in the womb (known as fetal development). Jot down what you recall, and any questions you may have.

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Understanding Medical Terms

Directions: Write the letter of the correct term next to each statement. Terms may be used more than once. Then write a brief response to the reflection question.

A. NEONATE **B. EMBRYO** **C. ZYGOTE** **D. FETUS**

Matching

1. _____ A fertilized egg.
2. _____ The earliest stage of human development with all 46 chromosomes present.
3. _____ An unborn baby that has been growing for 5-9 weeks.
4. _____ An unborn baby that is older than 10 weeks old.
5. _____ This word means “offspring” or “young one” in Latin.
6. _____ A baby who has just been born.

Reflection Question

Do you think the use of these terms outside the medical world might have the effect of making the baby seem less human, even leading some to think the unborn baby is not a human being? Why or why not?

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Guidelines for Respectful Discussion

The U.S. is unique in the world in that people of many different backgrounds live and work alongside each other in relative peace. What is it about the U.S. that has made us less prone to political violence and strife compared to the rest of the world? The answer is complex, of course, but one important piece is our commitment to freedom of speech and respectful discussion. For there to be reasonable discussion or civil debate, citizens must apply their intellects to a given topic, rather than letting feelings dominate.

Best Practices for Respectful Discussion

- One person talks at a time.
- Follow a system for determining who talks next *(raised hands, a list on the board, etc.)*
- When responding to someone, summarize what you heard him or her say before beginning your response.
- Confine your comments to the topic at hand.
- Focus your discussion on facts, use evidence to support your point of view, and draw logical conclusions from there. Remember that feelings are not arguments.
- Avoid *ad hominem* comments (comments that question or attack the credibility of the person making an argument rather than the argument he or she is making).

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Welcome Video Quiz

Directions: Circle the correct answer for each question.

1. What is an OB-GYN?

a. A medical student who is permitted to observe procedures
b. A doctor who help mothers throughout their pregnancies and deliveries
c. A type of medical equipment that lets us see inside the body
d. A test used to make sure a mother is getting adequate nutrition
e. None of the above

2. A scientific perspective is based on what?

a. Observation, research, analysis, and experimentation
b. Individual preferences
c. Advice from experts we trust
d. The idea a majority of people support
e. All of the above

3. Opinions can be based on which of the following?

a. Scientific evidence
b. Medical evidence
c. Personal experiences
d. Personal preferences
e. All of the above

4. What does it mean to keep an open mind?

a. Believing something is true unless it is proven false
b. Considering all the facts before making a decision
c. Realizing that all ideas are equally valid
d. Sticking to your ideals, even when they are challenged

True or False:

5. Statements based on scientific evidence should never be questioned.

True / False

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6. The mystery of how life began has always captivated human beings.

True / False

7. All human beings are bound together by our common beginning.

True / False

8. It is important to be respectful of others, even if you disagree with them.

True / False

9. What are you most looking forward to learning in this video series?

_____

_____

_____

_____

_____

_____

_____

10. Write 1-2 questions below that you still have for next time:

_____

_____

_____

_____

_____

_____

_____

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Answer Key

Student Worksheet 2: *Understanding Medical Terms*

1. C
2. C
3. B
4. D
5. D
6. A

Reflection Question: Accept reasoned answers.

Welcome Video Quiz

1. B
2. A
3. E
4. B
5. False
6. True
7. True
8. True

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Pregnancy Journey

A Glimpse Inside is an initiative of the St. JPII Life Center



You formed my inmost being;
you knit me in my mother's womb.
I praise you, because I am wonderfully made;
wonderful are your works!
My very self you know.

Psalm 139:13-14

What students will learn:

- What the beginning of human life means and looks like
- Some of the major milestones of fetal development

Welcome Video Activities

- **Pre-Viewing Questions** (*Student Worksheet 1*)
- **Activity I**: Major Milestones of Fetal Development (*Student Worksheet 2*)
- **Activity II**: Pregnancy Journey Discussion Questions (*Student Worksheet 3 - two sheets*)

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Lesson Plan

Pre-Viewing Activity

10 minutes

Before watching the video, have students answer the questions on **Student Worksheet 1: *Pre-Viewing Questions***.

Activity I: *Major Milestones of Fetal Development*

5 minutes

A. Begin by asking students if they know at what time in their life people grow the fastest. *Allow students to guess.* Ask: Has anyone ever outgrown a pair of shoes before the school year was over, or had to buy a new coat because their sleeves were too short? *Allow discussion.*

B. Explain that though people often have growth spurts throughout childhood, we actually never grow as fast as we do during the first nine months of our lives, when we are in our mothers' wombs.

C. Next, call on students to share what they already know about how a baby develops in their mother's womb. *Answers will vary.*

D. You may choose to have students fill in **Student Worksheet 2: Major Milestones of Fetal Development** as they watch the video.

Activity II: *Discussion Questions*

15 minutes

A. After students have watched the video, ask the class if anyone would like to share their responses to the pre-viewing questions.

B. Then ask if watching the video caused them to rethink their answer to the question of when life begins, or caused them to think in a new way about any of their answers.

C. Finally, discuss the questions on **Student Worksheet 3: Pregnancy Journey Discussion Questions**. Depending on the age of your students and the number of students you have, you may discuss them all as a large group, or you may wish to have older students discuss them in pairs or trios first, and then come together as a large group to discuss their responses.

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Pre-Viewing Questions

Directions: Before watching the video, answer the questions below:

Pre-Video Questions

1. If someone asked you when life begins, what would you say?

_____

2. What are some of your defining characteristics? In other words, what are some qualities or traits that make you you? Make a list of your ideas.

_____

_____

3. For each trait you wrote down, who or what do you think it came from? When did this quality begin to take shape and appear? Has it changed or developed during your life at all? How?

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Major Milestone of Fetal Development

Directions: Fill in the blanks as you watch the video.

Time after conception	Describe what you learned about how the baby is developing during this time
The moment of conception	A _____ begins to exist and grow.
One week	The embryo _____ in his or her mother's uterus.
Three weeks	Cells specialize, preparing to form different _____.
Four weeks	The baby's heart starts _____.
Six weeks	All the major _____ have started forming.
Eight weeks	The baby can move _____.
Ten weeks	The baby has _____ _____.
20 weeks	The baby begins practicing _____ and _____.
7 months	The baby _____ at regular intervals, and can recognize _____.
9 months	The baby puts on more body fat, and his or her brain is building _____ new synapses per second.

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Pregnancy Journey Discussion Questions

1. In the video, Dr. Weidaw noted that our appearance does not determine whether we are a human being. Have you ever thought about that before? What are some ways you look different now than you did when you were born? What are some ways will you look different when you are older?

2. Did anything about what you saw in the video surprise you? What did you find most interesting?

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Pregnancy Journey Discussion Questions (cont.)

3. After watching the video, do you think there is any doubt about when life begins? Explain why or why not.

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Answer Key

Student Worksheet 2: *Major Milestone of Fetal Development*

1. Unique person or individual
2. Implants
3. Organs
4. Beating
5. Organs
6. His or her arms and legs
7. Ankles, knees, and many other features that make him or her recognizable as a human baby
8. Breathing / swallowing
9. Sleeps and wakes / parents' voices
10. 40,000

Student Worksheet 3: *Pregnancy Journey Discussion Questions*

Accept reasoned answers.

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Guided Ultrasounds

A Glimpse Inside is an initiative of the St. JPII Life Center

During those days Mary set out and traveled to the hill country in haste to a town of Judah, where she entered the house of Zechariah and greeted Elizabeth. When Elizabeth heard Mary's greeting, the infant leaped in her womb, and Elizabeth, filled with the holy Spirit, cried out in a loud voice and said, "Most blessed are you among women, and blessed is the fruit of your womb. And how does this happen to me, that the mother of my Lord should come to me? For at the moment the sound of your greeting reached my ears, the infant in my womb leaped for joy.

Luke 1:39-44

What students will learn:

- Why ultrasounds are helpful for babies and expectant parents
- What babies look like on ultrasounds at various ages

Welcome Video Activities

- Pre-Viewing Questions
- **Activity 1**: Ultrasound Challenge
- **Activity 2**: Discussion Questions
- **Activity 3**: Adoration of the Shepherds

TIP

The night before you will show this video, ask your students to bring in a baby picture of themselves or a celebrity. Also invite students to bring in a photo of their parents or grandparents holding them as a baby.

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Lesson Plan

Pre-Viewing Activity

10 minutes

A. Before watching the video, have students answer the questions on **Student Worksheet 1: Pre-Viewing Questions**.

B. Also before watching the video, have students stand and take their pulse. You can help show them how to do this by placing two fingers of one hand on the inside of the opposite wrist, or by loaning them a smart watch for a moment. Set a timer for 15 seconds, and have them count their heartbeats, and then multiply it by 4 to determine their heart rate, ie. how many beats per minute their heart is beating.

C. Then have them do the same thing after running outside for a few minutes, or doing push ups or running in place vigorously for a few moments. What is their heart rate now?

D. Let them know the normal heart rate for a baby growing in the womb is around 140 beats per minute! Ask if anyone remembers how many weeks after conception the heart starts beating. (*Answer*: *four weeks*)

E. Emphasize that their heart beating in their chest right now is the same heart that began beating when they were 4 weeks old in their mother's womb!

Activity 1: *Ultrasound Challenge*

5 minutes

A. The night before you will show this video, ask your students to bring in an ultrasound photo of themselves as a baby, and/or a photo of their parents holding them when they were a baby, or a photo of a celebrity as a baby.

B. The next day, begin by collecting photos and posting them on a bulletin board. Number each one with a sticky-note.

C. Throughout class, have students try to guess who is in which picture.

D. At the end of class, reveal the right answers.

Activity 2: *Discussion Questions*

5 minutes

A. After students have watched the video, ask the class if anyone would like to share their responses to the pre-viewing questions, and if watching the video caused them to rethink their answer to the question of when life begins, or caused them to think in a new way about any of their answers.

B. Depending on the age of your students, and the number of students you have, you may discuss the questions on **Student Worksheet 2: Guided Ultrasounds Discussion Questions** as a large group, or you may wish to have students discuss them in pairs or trios first, and then come together as a large group to discuss their responses.

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Activity 3:Adoration of the Shepherds

5 minutes

A. Ask students to share the photos of their parents or grandparents holding them as a baby. How would they describe the look on their families' faces? Allow discussion.

B. Show the class the Adoration of the Shepherds painting on **Student Worksheet 3: Adoration of the Shepherds**, and ask them if they know what is happening in this painting. It shows us the night of the first Christmas, when Jesus was born. After learning from the angel that the Savior had been born, the shepherds came to adore Him.

C. Point out the shepherds and the looks on their faces. Ask the class why they think people are happy when they see a new baby. Allow discussion.

D. Explain that Jesus was revealed to the world when He was born. But when did He first assume a human nature? What was the moment when God became man (while remaining fully God)? *At the moment he was conceived by the Holy Spirit in His mother's womb. Jesus was an unborn baby for nine months, just like all of us!*

E. Continue to explain how Scripture tells us that Mary's cousin, Elizabeth, who was also pregnant at the same time as Mary, felt her baby leap for joy when Mary and Jesus came near. The first person to recognize Jesus as Lord was an unborn baby!

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Pre-Viewing Questions

Directions: Before watching the video, answer the questions below:

Pre-Video Questions

1. Have you ever had to wait for something you could not see? For example, have you ever planted seeds in a garden? Or wait for a parent who was visiting family, serving in the military, or away on a business trip? What was it? Was it hard to wait? How did you feel when you finally saw the thing or person you were waiting for?

_____

_____

_____

_____

_____

2. Have you ever welcomed a new baby into your family? Who was it?

_____

3. Have you ever seen ultrasound images of unborn babies in the womb? When? What was it like?

_____

_____

_____

_____

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Discussion Questions

1. How did the ultrasound images look to you? Were they what you expected?

2. What was the most unexpected thing you learned from the guided ultrasound images?

3. Why do you think it is so special for parents to see their babies on ultrasound?

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Adoration of the Shepherds



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Conversation Questions

1. What is happening in this painting?

_____

2. How does the painting make you feel?

_____

3. How would you describe the looks on the faces of Mary and the Shepherds?

_____

4. How do their faces compare to the expressions of people who are seeing a new baby?

_____

_____

5. What was the moment of the Incarnation (the moment that the Son of God became man)? Was it when He was born? If not, when was it?

_____

6. Do you know who was the first person other than Mary and Joseph to recognize Jesus as the Lord?

_____

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Tough Questions

A Glimpse Inside is an initiative of the St. JPII Life Center

Suggested Age Level:

- 12 and Up

What students will learn:

- The importance of showing love and support towards all those faced with an unexpected pregnancy
- The components of a moral act (objection, intention, and circumstances) and how these apply to medical interventions that end the life of a growing baby
- The difference between an ectopic pregnancy and a viable pregnancy
- How to think through and address common tough questions about abortion

Welcome Video Activities

- Pre-Viewing Activity
- **Activity 1**: What If a Woman Isn't Ready?
- **Activity 2**: In Cases of Rape
- **Activity 3**: To Save the Life of the Mother
- **Activity 4**: What if the Baby Is Disabled?
- Wrap-Up



If you remain in my word, you will truly be my disciples,

and you will know the truth, and the truth will set you free.

John 8:31-32

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Pre-Viewing Activity

10 minutes

Note: The video includes discussion of rape. Viewer discretion is advised.

A. Before watching the video, have students answer the questions on **Student Worksheet 1: Pre-Viewing Activity**.

B. Show the Tough Questions video.

   i. You may show it all at once in its entirety, and then do some or all of the activities below, and put students in groups by topic to discuss the questions.

   ii. You may also choose to show parts of the video at a time. Suggestions are provided below.

C. Provide students with index cards on which they may write questions they have during the video. During the wrap-up, you can share and respond to some of these, and let students know you will follow-up on those you do not get to.

Activity 1: *Tough Questions — What if a Woman isn't Ready?* (0:00-1:12)

5 minutes

A. Show the first section of the video (from the beginning through 1:12) and allow discussion.

B. Ask the class to recall from "The Pregnancy Journey" video the explanation of when life begins. (At *conception*)

C. Remind the class that a person is a unique individual. Ask if anyone has any doubts that each of us is the same being from the time we are conceived, to when we are born, to who we are today, to who we will be until we die. If this statement is true, then the unborn baby is a person. And if the unborn baby is a person, then ending a pregnancy is the intentional (on purpose) ending of an innocent person's life. Intentionally killing an innocent person can never be morally right.

D. Allow discussion on this logical conclusion and how we arrived at it.

E. Emphasize that we should always show support and love when we encounter anyone facing an unexpected pregnancy.

F. Depending on the age of your students, and the number of students you have, you may discuss the questions on **Student Worksheet 2: What If a Woman Isn't Ready?** as a large group, or you may have students discuss them in pairs or trios first, and then come together as a large group to discuss their responses.

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Activity 2: *Tough Questions — What about a bad situation, like when a woman is raped?* (1:13-2:04)

5 minutes

Note: The video includes discussion of rape. Viewer discretion is advised.

A. Show this section of the video, from 1:13 through 2:04, along with "Are there any long-term effects from having an abortion?" from 3:25 to 3:59.

B. Acknowledge the difficulty of this question, and the emotions involved. Rape is a horrible violation of a woman's body and can never be excused.

C. Throughout discussion, address sensitively the trauma suffered by survivors of rape, but firmly explain that none of this is the baby's fault. The baby is innocent, and the intentional killing of an innocent person is always wrong. Further, abortion does not solve the problems caused by the trauma of rape. It only, tragically, adds another trauma on top of it.

D. Depending on the age of your students, and the number of students you have, you may discuss the questions on **Student Worksheet 3: In Cases of Rape Discussion Questions** as a large group, or you may have students discuss them in pairs or trios first, and then come together as a large group to discuss their responses.

Activity 3: *Tough Questions — What if the Woman's life Depends on It?* (2:05-3:24)

5 minutes

A. Before showing the video, go through the following scenarios and discuss each one. The goal is to clarify in students' minds the importance of intention in determining the moral quality of an action.

   i. One person compliments another person. Is this a morally good or bad action? *Being kind is morally good, of course. As Christians, we assume good intentions in others, so we can call it a good action. But to really know, we must know what the person intends (is trying to do) by the compliment. What if the person is trying to flatter someone to gain some advantage? Or what if they gave someone a compliment just to make someone else jealous? Then the action is morally bad.*

   ii. A person gives a large sum of money to charity. Is this morally good or bad? *Once again we should assume good intentions, but we don't really know completely unless we know the person's true goal. Is the intention to help the poor with this donation? Then of course the action is morally good. But what if their intention is to try to win an award, or to hide stolen money from accountants? Then the action is actually morally bad.*

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iii. One person's actions seriously wound or even end the life of another person. Is this morally good or bad?

a. Slow down here and make sure students understand that we must look at the intent, and also at the circumstances of what happened.

b. If he or she intends to harm or kill an innocent person out of hatred, because they're standing in the way of some goal, or to get revenge, etc. then that is murder. It is, of course, morally wrong.

c. But what if the person is a parent who is defending his or her family from an intruder who is attacking their spouse and children? In that case, defending their family is actually a moral *obligation* for that parent. And in that case, the parent's intent is to defend them, not to harm or kill. The father did not wake up that day planning to harm the person. In these circumstances, the parent is taking action that is *required* to defend their family, which is their moral *obligation*. If the intruder dies, it was a secondary effect of the parent's defensive action that was required.

d. Note that this is an extreme example, but it shows how what we intend to do, as well as what our moral obligations are, can make the difference of whether an action is right or wrong.

iv. Briefly offer a quick list of other situations where required actions can have secondary effects, to make the point. *Note: These examples get progressively closer to the example of treatment of ectopic pregnancy in the video.*

a. A nurse gives a patient CPR with the intent to save his life. In the process, she breaks the person's ribs. Her intent was to save the patient's life, not break his ribs. She had to do CPR to save his life, it was a required action.

b. A man has a cancerous tumor on his foot. Doctors have no choice but to cut off his foot so the cancer does not spread and kill him. Their intent is not to cut off his foot, but to do what is required to save his life.

B. Then explain that this analysis applies to treating a woman with a life-threatening pregnancy. Sometimes, like in treatment of an ectopic pregnancy, required actions have effects that we do not intend. For example, medical treatments that are necessary to save the mother's life can an unintentionally cause the baby to die. If a woman who is pregnant has a life-threatening condition, the doctor may--and must!--try to help, with the intention to save the woman's life. We will discuss this more after the video.

C. Show the next section of the video (*from 2:05 through 3:24*).

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D. Depending on the age of your students, and the number of students you have, you may discuss the questions on **Student Worksheet 4: To Save the Life of the Mother Discussion Questions** as a large group, or you may have students discuss them in pairs or trios first, and then come together as a large group to discuss their responses.

Activity 4: *Tough Questions — What if Doctors Say the Baby May Be Disabled?* (4:01-5:17)

5 minutes

A. Before showing this section of the video, ask students to put themselves in their parents' place for a moment. Imagine someone asked their parents to share a favorite family memory. What would it be? *Allow a few students to share, drawing out from their answers that parents treasure time spent with their children.*

B. Explain that sometimes during pregnancy, through the tests that doctors would normally do, something abnormal is discovered. The doctors may have reason to believe the baby has a serious deformity or disability. In some cases, they may believe the baby will only live for a few moments after being born. Sometimes people believe an abortion is okay in this case, because the baby may suffer, or his or her death seems like a certainty. Acknowledge that no one wants to see others suffer.

C. Show this section of the video, from 4:01 through 5:17.

D. Depending on the age of your students, and the number of students you have, you may discuss the questions on **Student Worksheet 5: What If the Baby Is Disabled or Will Suffer?** as a large group, or you may have students discuss them in pairs or trios first, and then come together as a large group to discuss their responses.

Wrap Up

5 minutes

A. Allow students to place any index cards with questions on them into the box if they did not have a chance before now.

B. It is recommended to read over all questions before asking them aloud to make sure they are age-appropriate.

C. Have a large group discussion, reminding the students about the Guidelines for Respectful Discussion from Lesson 1.

D. You may wish to share the questions with parents and/or others present who can help with thoughtful responses.

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Pre-Viewing Questions

Directions: Before watching the video, answer the questions below:

1. Have you ever heard the term “ethics”? Do you know what it means?

2. Think back on your own experiences with discussion of whether abortion is right or wrong, arguments you may have heard others make. What are some reasons people support abortion?

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Pre-Viewing Questions (cont.)

3. When deciding whether an action is morally right or wrong, we have to consider the object (what we do), and the intention (what we are trying to do or the outcome we are seeking when we do it). We should also consider the circumstances surrounding the action, because these can make the action better or worse. Can you think of a situation where a good object can be made morally wrong because of a bad intention?

4. Can you think of any kinds of technology that did not always exist during your lifetime? What was it? Can you think of any examples from the medical field?

5. Whenever we encounter someone who is facing an unplanned or unexpected pregnancy, we should always show support and love. Write a prayer asking God to help you remember this principle and allow His love to work through you for the sake of others, or a letter of support to a parent in need.

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What If a Woman Isn't Ready?

1. What should we always show whenever we encounter someone who is facing an unexpected pregnancy?

2. Are you the same being that you were when you were growing inside your mother's womb, or were you something/someone else? If you were something or someone else, what were you? When did you become human?

3. If the unborn child is a person, what does that mean for how we must treat him or her?

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In Cases of Rape Discussion Questions

1. Rape is a horrible violation of a woman's body. How can we support women who find themselves pregnant after rape?

2. Do you think our society adequately informs women that abortion itself is a trauma? (including the long-term effects suffered by women who have had them)?

3. How do you think it makes people conceived in rape feel to hear people say that their lives should not be valued as human beings the same as other people?

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To Save the Life of the Mother
Discussion Questions

1. What will doctors do to help a woman in the very rare case where a pregnancy puts her life at risk? What is their intention in this situation?

2. Dr. Kalamarides explains that in the rare situation where doctors deliver a baby because the mother's life is at risk, the death of the baby is a secondary consequence of the action required to save the life of the mother. How is this situation different from an elective abortion?

3. What is the difference between an ectopic pregnancy and a viable one? Do doctors currently have a way to save a baby in this situation? If there were a way, what would doctors do to treat an ectopic pregnancy?

4. An ectopic pregnancy is a dangerous situation for the mother. The treatment requires removal of the fallopian tube. What is the doctors' intent in this situation? How does this intention differ from the intent in an abortion?

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If the Baby Is Disabled or Will Suffer Discussion Questions

1. Dr. Kalamarides shared that in cases where the baby lives only a few months, weeks, days, or even moments after birth, parents treasure the time they had with their child. Why do you think that is?

_____

_____

2. Have you ever supported a friend or family member through a difficult time? Has a community you are a part of (your family, school, church, club, etc.) ever suffered a loss? How did the community come together?

_____

_____

_____

3. How do you think it makes people with disabilities feel to hear the argument that it is better to end the lives of people with disabilities than to allow them to live with those challenges?

_____

_____

4. This section of the video ends with the statement that people with disabilities should not be discriminated against just because they are different. Do you agree or disagree with this statement? Explain.

_____

_____

_____

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Answer Keys

Student Worksheet 1

1. Ethics refers to the moral principles that guide our choices. Many professions, such as those in the medical field, have codes of ethics or rules for decision-making. The purpose of this question is to make sure students understand that medical ethics apply to decisions surrounding abortion, for patients and for doctors.
2. Allow discussion.
3. See the lesson plan for help guiding a discussion on this question.
4. The purpose of this question is to get students thinking about how medical technology changes, and when they watch the video, how that could apply in situations like ectopic pregnancy.

Student Worksheet 2

1. Love and support
2. Allow discussion. In reality, every person is the same being they were when they were growing in their mother's womb.
3. If the unborn child is a person, he or she has all the same rights as every other person.

Student Worksheet 3

1. It adds another traumatic event to what the woman has suffered. The rape is not the baby's fault.
2. Allow discussion.
3. Allow discussion.

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Answer Keys

Student Worksheet 4

1. Try to deliver the baby and do everything they can to save both lives. The intention in this case is not to kill the baby, but to save the mother's life. The death of the baby is a secondary consequence of the action required to save the life of the mother.
2. The intention is the key difference in these two cases. One is morally good and the other is morally wrong.
3. The ectopic pregnancy has implanted in the fallopian tube, it cannot develop and will threaten the life of the mother unless removed. Medical science does not have a way to move the baby to the uterus. If there were such an option, it would be the ethical treatment.
4. The intent is to save the life of the mother. In an abortion, the intent is to end the life of the child.

Student Worksheet 5

1. Answers should reflect understanding that parents treasure any time with their children because they love them so much.
2. Allow discussion, drawing out how supporting one another through difficult times can bring out the best in a community.
3. Allow discussion.
4. Students will likely agree that discrimination against people who are different in their abilities is wrong; help them make the connection that discrimination against people before they are born is wrong for the same reasons.

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GREATER AUSTIN CHAPTER KNIGHTS OF COLUMBUS 6/16/2025
TREASURER'S REPORT

		May-25	Jun-25	Year to date	Budgeted
CHECKING ACCOUNT					
STARTING BALANCE		$17,638.49	$15,424.61	$16,652.83	$16,652.83
INCOME					
	Chapter Dues			$950.00	$1,500.00
	CRAD Revenue			$19,558.00	$17,500.00
	Hospitality Suite Payments	$95.00		$3,095.00	$3,500.00
	Donations			$0.00	$0.00
	Dividends	$0.64		$8.97	$0.00
	Other Income			$0.00	$0.00
	James Avery Charms			$2,977.00	
	Chili Cook-off	$1,122.00		$1,122.00	
	Transfer from Savings			$1,167.78	
TOTAL INCOME		$1,217.64	$0.00	$28,878.75	$22,500.00
EXPENSES					
	CRAD			$10,262.64	$10,000.00
	Austin Bishop's Charity			$7,000.00	$6,000.00
	Bishop gift		$500.00	$500.00	$0.00
	Hospitality Suite - State Conv.	$2,431.52		$4,070.82	$3,500.00
	JP II Life Center		$250.00	$2,250.00	$2,000.00
	Seminarian Support			$0.00	$500.00
	Other Charity	$1,000.00	$150.00	$4,641.50	$4,000.00
	Admin Expenses			$571.66	$700.00
	Convention Expense			$0.00	$300.00
	James Avery Charm Expense			$1,710.35	
TOTAL EXPENSES		$3,431.52	$900.00	$31,006.97	$27,000.00
NET SURPLUS/(DEFICIT)		(2,213.88)	(900.00)	(2,128.22)	(4,500.00)
BALANCE - CHECKING		$15,424.61	$14,524.61	$14,524.61	$12,152.83

GREATER AUSTIN CHAPTER KNIGHTS OF COLUMBUS 6/16/2025
TREASURER'S REPORT

SAVINGS ACCOUNT					
STARTING BALANCE		$1.20	$1.20	$1,167.89	
INCOME					
	Dividends			$1.09	
WITHDRAWALS		$0.00	$0.00	$1,167.78	
BALANCE - SAVINGS		$1.20	$1.20	$1.20	
SET ASIDE ACCOUNT					
HOSPITALITY SUITE					
	STARTING BALANCE	$3,787.62	$1,451.10	$2,426.92	$2,426.92
	Income	$95.00	$0.00	$3,095.00	$3,500.00
	Expenses	$2,431.52	$0.00	$4,070.82	$3,500.00
	NET HOSPITALITY SUITE	($2,336.52)	$0.00	($975.82)	$0.00
	ENDING BALANCE	$1,451.10	$1,451.10	$1,451.10	$2,426.92
CURRENT BALANCES					
	TOTAL CHECKING	$15,424.61	$14,524.61	$14,524.61	$12,152.83
	Hospitality Suite set-aside	$1,451.10	$1,451.10	$1,451.10	$2,426.92
	James Avery Charms				
	NET WORKING CAPITAL	$13,973.51	$13,073.51	$13,073.51	**$9,725.91**
	SAVINGS ACCOUNT	$1.20	$1.20	$1.20	$0.00

Outstanding Checks

1197	Diocese of Austin $500	priests' golf

Knights of Columbus Greater Austin Chapter

2025-2026 Registration

My Council/Assembly would like to join the Austin Chapter this fraternal year.

$50 for annual dues if by check or cash. Credit Card is $52 through the chapter website.

Council/Assembly number _____

District number _____

Grand Knight/FN name (print) _____

Council/Assembly information: Email: _____ Phone: _____

_____

Grand Knight/FN signature Date

The Grand Knight/FN is the primary voting delegate for the Chapter.

In addition to the Grand Knight/FN, each Council/Assembly is authorized two additional voting delegates.

If you would like to designate additional voting delegates please provide the information below.

Delegates must be third degree and present at the chapter meeting to vote.

Please print the names of your additional voting delegates.

Delegate 1 _____

Delegate 2 _____

Please return this form with a check payable to the Greater Austin Chapter Knights of Columbus or by credit card at KC-austin-chapter.square.site which can be found on the Austin Chapter website.

Checks and forms can be dropped off at a Chapter meeting or mailed to the Chapter Treasurer

Mike D'Antonio
156 Zimmerhanzel Rd
Flatonia, TX 78941

SPONSORSHIP OPPORTUNITIES

11th Annual Mobile Loaves & Fishes Golf Tournament

GOLF TOURNAMENT DETAILS

- **Date:** Monday, October 13, 2025 (Columbus Day)
- **Location:** The Golf Club at Star Ranch
- **Hutto, TX** – located near Austin off Toll 130
- **Event Overview:** 125 golfers expected. Lunch and dinner provided.

25 YEARS OF SERVICE & IMPACT

Since its inception, Mobile Loaves and Fishes has transformed lives through essential food and care programs for Austin's most vulnerable. This annual golf tournament raises critical funds to continue our mission of feeding the hungry and caring for the poor.

WHY SUPPORT MOBILE LOAVES & FISHES GOLF TOURNAMENT?

- **Community Impact:** Your sponsorship supports Mobile Loaves and Fishes' programs, including daily meal distributions, transitional housing, and life-changing community engagement initiatives.
- **A Trusted Partner:** STM Knights of Columbus has a long history of serving the Central Texas region through philanthropy, charity events, and direct community aid.

Fred Negrete - Tournament Chairman
Phone: 512-589-1087
Email: fred1n@hotmail.com
Website: https://stmknights.org/golf

Mailing Address
STM Knights of Columbus
Attn: Fred Negrete
2311 Eleanor Way
Cedar Park, TX 78613

SPONSORSHIP LEVELS

PLATUNUM HOST SPONSOR
$5,000
- Feeds over 2,500 people
- Premium branding & recognition throughout the tournament
- Logo on tournament banner & marketing materials
- Special recognition at awards ceremony
- Two teams of four players

GOLD SPONSOR
$2,500
- Feeds over 1,250 people
- Recognition in event material and website
- Signage at tournament entrance
- One Team of Four Players

SILVER SPONSOR
$1,500
- Feeds over 750 people
- Signage at event
- Special Recognition at Awards Ceremony
- Two Players

CART SPONSOR
$500
- Feeds over 250 people
- Logo displayed on Beverage Carts

CORPORATE HOLE SPONSOR
$250
- Feeds over 125 people
- Signage at one hole

INDIVIDUAL HOLE SPONSOR
$150
- Feeds over 75 people
- Personalized signage at one hole

Worthies all, thank you for your input and thoughts on what we should do with our chapter funds in order to stay below the $10,000 max cap as required by the Austin Chapter ByLaws by the end of this fiscal year June 30th 2024. Worthy Chapter Secretary thank you for the list of previous speakers at monthly meetings. This is an amended report for the upcoming monthly chapter meeting.
This can be discussed at the chapter meeting and amounts placed on each one in May once we have the final numbers from the hospitality room funds.
It may be best to cap each one off at $500 so only one vote is needed per motion per selection or if more than $500 is desired, place that selection in next year's budget so we have the three votes acquired for approval.
Since, we collect money up front now for the CRAD and State Convention Hospitality Room, and we have sufficient funds in the bank the need for having seed money set aside each year is not an issue at this time. This may have to be addressed in future years if our kitty starts to run low.
If you have any questions or think of any other worthy causes, please contact me. My apologies, I will be out of town during the April Chapter Meeting.

Here is the list of potential places to donate money:

1. John Paul II Life Center Austin, Texas
One of the pregnancy centers Knights support in Texas. We can support them in different ways. St. John Newman's council manages a fund for the ultrasound program, give directly to the center, or give to the St. Theresa Council which has started a fund for them as well. Suggest we send money through The St. John Newman council to help with ultrasound program funds and management. (Tim Von Dohlen, PSD, is very involved with this program) (Co founder)

2. Annunciation Maternity Home
Pregnancy Center
3610 Shell Road Georgetown, Texas 78628
512.864.7755

3. Our Lady of the Angels Maternity House
Maternity Shelter
613 South 9th Street
Temple, Texas 76504
254.742.2340

4. Gabriel Shelter
Parenting Program
1625 Rutherford Lane
Austin, Texas 78754
512.651.6100

5. Catholic Charities of Central Texas ccc.tx.org
1625 Rutherford Lane

Austin, Texas 78754
512.651.6100

6. Shepherd Them All Austin, Texas
Contact Father Mark Hamel
www.shepherdthemall.org
Scholarships for needy children

7. San Juan Diego High School sjdchs.org
Scholarships for needy students
2512 South First Street
Austin, Texas 78704
512.804.1935

8. Kids at Heart
Scholarships for needy students
PO Box 161862
Austin, Tx 78716
512.772.1179

9. Cross Catholic Outreach
contact Terry Waters at twaters@crosscatholic.org
Programs for childs and feeding the hungry
PO Box 273908
Boca Raton, Florida 33427-3908
800.914.2420

10. Eagles Wing Retreat Center Burnet Texas
Contact Deacon Dave Montoya daveemontoya@sbcglobal.net
One of two retreat centers supported by Austin Diocese

11. Regina Mater
1320 East 51st Street
Austin, Texas 78723 512.524.1799
Education in Catholic Tradition
For more information contact Giacomo Leone at giacleone575@gmail.com

12. PACT (Partners Against Child Trafficking)
13901 Pond Springs Road Suite 350 B
Austin, Texas 78729
512.410.8080
Austin Based non profit working to eradicate child sex trafficking
13. St. Dominic Children's Home Philippines
Orphanage
CEOPH
295 89th Street, Suite 200

Daly City CA, 94105
415.412.8788

14. Cardinal Mederios Fund
This one is not valid anymore since Bishop Joe Vasquez has a plaque with his name already on it for this fund.

15. Give Bishop extra money through direct donation or state charities. If the diocese meets their goal for year in state charities anything over 100 percent goes to the Bishop for his discretion.

16. Mobile Loaves and Fishes or Community First
Feeding and housing the homeless of Austin
There are truck communities at St. Louis, St. John Newman, and St. Margaret Mary's and Community First is located at Hogs Eye Road in Austin. Program started by St. John Newman parishioner Alan Graham.

17. Chaplain's Fund for the Military Archdiocese www.milarch.org
1025 Michigan Ave. NE
Washington, DC 20017
202.719.3600
Archdiocese for the Military Services
USA
PO Box 4469 Washington, DC 20017-0469

18. Wounded Warrior Project
PO Box 78516
Topeka, Kansas 66675-8516
Aiding those injured on the battlefield.

19. RSVP for supporting our diocesan seminarians.

20. Warm Hearts Of Jesus Christ
Supports Nursing Homes
12602 Parkland Dr.
Austin, TX 78729

Blake's reports for June Chapter meeting

Silver Rose

Only one weekend has been requested so far. Please contact bkrass@swbell.net if interested.

Program overview: https://www.kofc.org/en/what-we-do/faith-in-action-programs/life/silver-rose.html

Fourth Degree

There was a large fallout of Sir Knights in uniform for the Priestly Ordination. Thanks for participating!

The Dallas exemplification that same day went well – just a couple of minor glitches as always happens.

I have one Assembly (Bryan) left to visit for the first time. I will visit them this Thursday.

I am making second visits now, mainly to give details about the new Exemplification of Patriotism.

I am also suggesting that Assemblies work with a seminarian or a priest to satisfy a need as opposed to buying chalices for the sake of buying chalices that may end up sitting on a shelf somewhere.

I will be doing a few officer installations the second half of July.

I have spent a ton of time extracting Form 186s from Assemblies - 22 of 28 received so far. I have received 13 Civic Award submissions vs only 5 last year. I would love to receive one more to reach 50%.

Audit reports are due August 1. They will also be a struggle to obtain no doubt. I know some Assemblies are tired of me bugging them. I hope to get them used to doing things right so it is easier in the future.

Now that the Texas rollouts are done, we are back to having District exemplifications. I received word today from the VSM that the 9/27 date I requested (UT bye weekend!) has been approved for Rockne. I will work on the flyer for it soon – there is a new expanded format for us to use instead of the old trifold.

I hope to schedule two exemplifications in the spring, but I have not starting working on them yet.

District 6 webpage: https://tinyurl.com/texasdistrict6

Please contact me if you have any questions.

Pope Leo XIV's Prayer to the Sacred Heart of Jesus

Lord, I come to your tender heart today,
to you who have words that set my heart ablaze,
to you who pour out compassion on the little ones and the poor,
on those who suffer, and on all human miseries.
I desire to know you more, to contemplate you in the Gospel,
to be with you and learn from you
and from the charity with which you allowed yourself
to be touched by all forms of poverty.
You showed us the Father's love by loving us without measure
with your divine and human heart.

Grant all your children the grace of encountering you.
Change, shape, and transform our plans,
so that we seek only you in every circumstance:
in prayer, in work, in encounters, and in our daily routine.
From this encounter, send us out on mission
a mission of compassion for the world
in which you are the source from which all consolation flows.

Amen.

Sacred Heart of Jesus, have mercy on us! ♡

Greater Austin Chapter Knights of Columbus
Prayer List June 2025

For the repose of the soul of…	For comfort & healing or special intentions…
Frankie Hyzak	Eddie Zamora
Zane Hyzak	Tatyana Contreras
Paul Straka	Venus Contreras
Richard Williams	Rosa Trevino-Boiko
Dennis Pokorny	James Boiko
Ed Neal, Sr.	Barbara Ramirez
Ukrainian Victims	Andres Ramirez
Israel Victims	Sandra Aguilar
Palestine Victims	Roy Alexander
Ukraine Victims	First Responders
Abortion Victims	Military
Jane Hellinger	Covid-19 Victims
Richard Deluna (PGK 5967 & PFN 2244)	Veterans
Robert Amaro	Israel Victims
Luke Lebas	Palestine Victims
Deloris Addison	Austin Diocese Seminarians
Kirby and Frances Krause	Austin Diocese Priests
Roger Rabago (PGK 5967)	Archbishop Joe Vasquez
George Flores	Sharon Stefek
Kenneth Ratajczak (PGK and PFN)	Katherine Hyzak
Domingo Gonzales	Sophia Hyzak
Beno Hellinger	Matthew Hyzak
Eva Franklin	Stephanie Hyzak
Fr. Michael O'Conner	Annie Hyzak
Chad Cox	Michelle Hyzak
Pope Francis	Ray Kaderka
Alicia Castro	California Fire Victims
Steve Horst	Brenda, Heidi, and Mackenzie Cox

Flip Over For More Entries

For the repose of the soul of...	For comfort & healing or special intentions...
John K Fleming	Lee Fraelen
FELIX TILL	S/K TOM POE
GWEN TILL	ROSEMARIE POE
OSCAR GARCIA	AMELIA RENTERIA
Pete Lara	J. RICARDO RENTERIA
	Ken Otte
	Roger Mondlock
	Bea Martinez
	Conrad Martinez
	Don Van Dyne
	JEFF JORDAN
	PATTI MCLAUGHLIN
	Art : Gina Bustamante
	Ben : Claire Batalla
	Fr. Charlie Garza
	Ed Zamora
	CONNIE BALL
	Estelle Ducote Age 97
	Thomas Veade
	Freddie Martin

Flip Over For More Entries