

# Lesson Plan for Lesson 27

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## Honoring Family

### Preparation and Supplies

- Study chapter 27, “Honoring Family,” in the handbook.
- Gather sheets of newsprint and markers, one of each for each group of four or five; a Bible, and a smooth stone.
- Make as many copies of the handout “Prayer for My Family” (Document #: TX003413) as needed so that there will be a copy of the prayer for each participant when the handout is cut along the dotted lines.

### Pray It! (5 minutes)

**Tell** the participants that class is going to begin with a prayer for their families. **Direct** them to turn to the Pray It! “Prayer for Your Family,” on page 301 in the handbook. **Direct** the young people to form two groups, and have the groups alternate in saying the prayer. Conclude by **leading** the participants in the Sign of the Cross.

### Study It! (35 to 45 minutes, depending on your class length)

#### A. Honoring Parents

1. **Ask** the participants to list five situations in which young people might be tempted to disobey their parents. **Write** these on the board. Then **ask** the young people to identify the potential danger or harm that parents might be concerned about in each of the situations. **Invite** a few participants to share reasons why young people are tempted to disobey, and explain how those reasons might outweigh the risks and harm that the parents are most concerned about.
2. **Direct** the participants to read the chapter introduction and the section “Honoring Parents,” on pages 297–300 in the handbook. The content covers points 1 through 4 on the handout “Lesson 27 Summary” (Document #: TX003412).
3. **(Optional) Invite** questions and observations on the content. You might also invite discussion on the Reflect questions on page 300.

#### B. Parents’ Responsibility for Children

1. **Ask** the young people to make a list of everyday activities in which they participate. Then **ask** them to list the people or institutions on which these activities depend. **Invite** a few volunteers to share their lists.



2. **Direct** the participants to read the sections “Parents’ Responsibility for Children” and “Responsibilities of Civil Authorities,” on pages 300–302 in the handbook. The content covers point 5 on the handout “Lesson 27 Summary.”
3. (*Optional*) **Lead** a discussion about why it is not possible to “go it alone” in life.

### C. Church and State

**Direct** the participants to read the section “Church and State,” on pages 302–304 in the handbook. The content covers points 6 and 7 on the handout “Lesson 27 Summary.”

*Note:* If you are running short on time, you may wish to just briefly summarize this section of the handbook.

### Live It! (10 to 15 minutes)

1. **Direct** the participants to form groups of four or five. Give each group a sheet of newsprint and a marker.

**Explain** the task as follows:

- Each group is to brainstorm any civil laws with which some people don’t agree and the reasons why they disagree. (*Give a few examples, such as the drinking age, speed limit, and mandatory seatbelt laws.*)
  - Select someone from your group to write your group’s ideas on the newsprint.
  - Then brainstorm the laws, situations, world events, or activities that Catholics oppose but that some governments support. (*Give examples such as segregation, abortion, and the death penalty.*)
  - Each group is to then look at each law they listed and determine whether the law is morally right or morally wrong. Remember that disagreeing with a law does not make the law morally wrong. As criteria for judging the morality of a law, consider whether the law values human life and respects the dignity of the person, the importance of the family, and care for the environment.
2. After the groups have had time to create and discuss their list of laws, **encourage** each group to share its lists with the rest of the class. Then **ask** the participants to come up with a few ways that they can voice their opposition to laws that are morally wrong.
  3. **Make the following comments** in your own words:
    - Just as you must obey your parents unless you believe their expectations are morally wrong, so you must also obey the laws of your community. Our actions and attitudes must contribute to the good of society in a spirit of truth, justice, solidarity, and freedom.
    - Not every law is morally right. If we have good reasons to believe a law is morally wrong, then the opposite is true. We are obliged not to follow it. Refusing to follow immoral laws is called civil disobedience.



## Closing Prayer (5 minutes)

Following any announcements, **ask** a volunteer to read Ephesians 3:14–19. Pick up the smooth stone and **share** the following comment:

- Developing good relationships within the family takes time and hard work. This stone was once rough around the edges, but through time and effort it is now smooth. The same is true of us. As we learn and experience more of life in the love of God and family, our rough edges become smoother.

**Distribute** the copies of the handout “Prayer for My Family” (Document #: TX003413) and **invite** the participants to pray the prayer together.

