

# Discover!

**Finding Faith in Life**

## **Catechist Guide**



### **Don't Miss This!**

Handouts and other teaching resources  
are available online at  
[www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).



saint mary's press

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**Program Contributing Authors:**

Sue Ballotti  
Gabbi Browne  
Katy Carl  
Joanna Dailey  
Steven Ellair  
Susan Traeger Gleason  
Cindy Kozal  
Niki MacDougall  
Sandy Rigsby  
Susanna Seibert  
Laura Stephens

The content in this program was developed and reviewed by the content engagement team at Saint Mary's Press. Content design and manufacturing were coordinated by the passionate team of creatives at Saint Mary's Press.

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# Welcome

**Welcome to *Discover! Finding Faith in Life*.** This exciting program is designed to help children fully engage in the process of discovering and growing in the richness of their Catholic faith, making deep faith a central part of their everyday lives.

The lessons within are designed to foster a clear understanding of the concepts presented through an active-learning approach. This method brings lessons to life in a fun and memorable way through experiential and interactive processes. Core principles of faith are introduced in a manner that allows children to discover meaning and develop understanding while being immersed in solid Catholic teaching and in the prayers and practices that build Catholic identity.

*The Catholic Children's Bible* is the core text of this program, anchoring the key concepts of each chapter to important Scripture passages. This serves to promote biblical literacy and an in-depth familiarity with and knowledge of key Scripture stories throughout the Old and New Testaments, including their meaning for us today.

*Discover! Finding Faith in Life* is a program like no other. We are confident that by using this program, you will experience faith coming to life for children in a truly exciting way. May we all continue to discover more deeply the riches of our Catholic faith and so help others find the saving message of the Good News at the center of their lives.

With hopes and prayers for every blessing,

The Publishing Team at Saint Mary's Press

# Program Highlights

## **The Bible Is the Primary Text**

*Discover! Finding Faith in Life* immerses the children in Scripture by anchoring each chapter to a particular Scripture story. The children use *The Catholic Children's Bible* for each chapter in each grade, and the Bible is the core text of this program. This unique feature promotes biblical literacy and in-depth familiarity with and knowledge of key Scripture stories throughout the Old and New Testaments.

## **Based on Principles of Engaged, Active Learning**

The lessons are designed to foster a deep understanding of the concepts presented through an active-learning approach. Experiential and interactive processes create energy and excitement for both the teacher and the children, and activities and activity options throughout the program help teachers build a meaningful lesson in a creative and fun way.

## **Child-Centered Design**

Information and activities are presented using the language and experiences of the child to create an environment for real, engaged learning. The program relays core information through activities and discussions that will make sense to the learners in their everyday lives, thus conveying deep meaning and touching their hearts and minds in a significant way.

## **Rooted in a “Discover” Approach**

The name of this program speaks to an energy and excitement that are infused in the learning process designed for this guide. The content helps the children make connections with previous experiences and knowledge and invites them to deepen both as they discover new concepts and practices in the Catholic tradition. Core concepts are structured in such a way that the children can discover meaning for themselves while being immersed in solid Catholic teaching and exposed to the prayers and practices that build Catholic identity.

## **Clear and Practical Structure**

Each grade level is structured in the same manner: four units with five chapters in each unit. Each grade has twenty core chapters plus eight liturgical season lessons, which can be incorporated into the flow of the catechetical year according to each particular program's schedule and needs.

Each grade level has a generalized area of focus (Grade 1: God; Grade 2: Jesus; Grade 3: Church; Grade 4: Covenant; Grade 5: Sacraments), while at the same time spiraling core concepts and foundational understandings throughout each grade level to introduce and deepen meaning for the children at age-appropriate levels.

Of the five chapters in each unit, four of them focus on the four pillars of the *Catechism*. A fifth chapter introduces a foundational concept related to one of the seven Catholic social teaching principles.

The unit structure for all grades is as follows:

First chapter	<b>Believe</b> (First <i>Catechism</i> pillar)
Second chapter	<b>Celebrate</b> (Second <i>Catechism</i> pillar)
Third chapter	<b>Live</b> (Third <i>Catechism</i> pillar)
Fourth chapter	<b>Live: Catholic Social Teaching</b> (Third <i>Catechism</i> pillar / Catholic social teaching)
Fifth chapter	<b>Pray</b> (Fourth <i>Catechism</i> pillar)

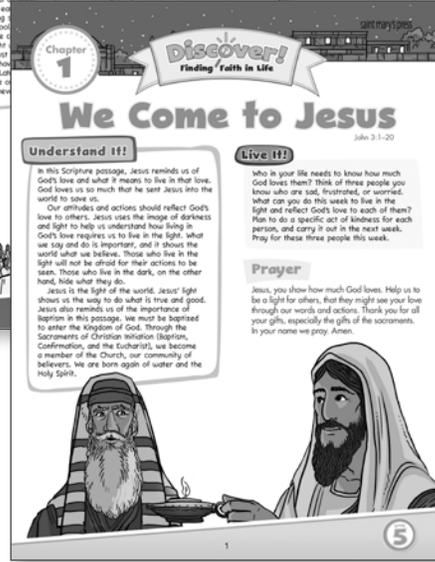
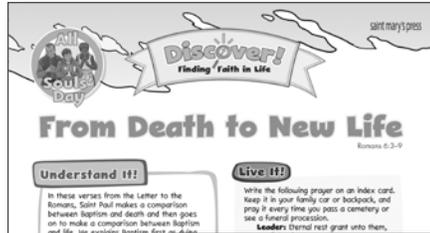
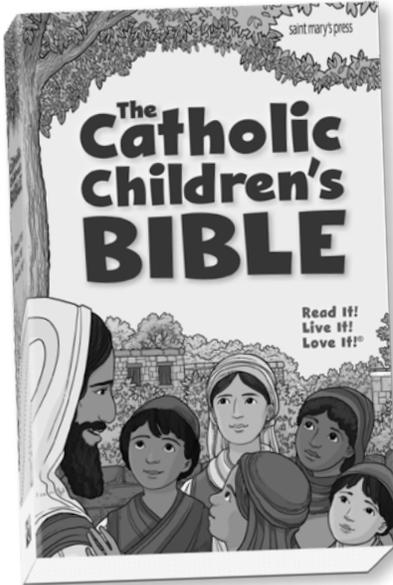
## Family Support

This program is designed to extend beyond the classroom and into the home. Each activity booklet across the program includes a family page that helps families follow along with the Scripture story and the core concepts presented in the current lesson.\* In addition, this program offers home guides for catechetical programs in which parents or guardians are responsible for a portion of the direct teaching of content. These easy-to-use guides are structured to ensure success in relaying key concepts of faith.

\*Spanish versions of all family pages are available online at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

# Program Components

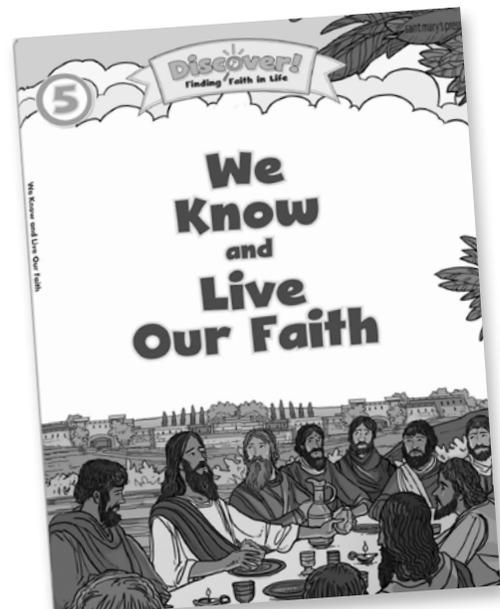
The Catholic Children's Bible



Activity Booklets



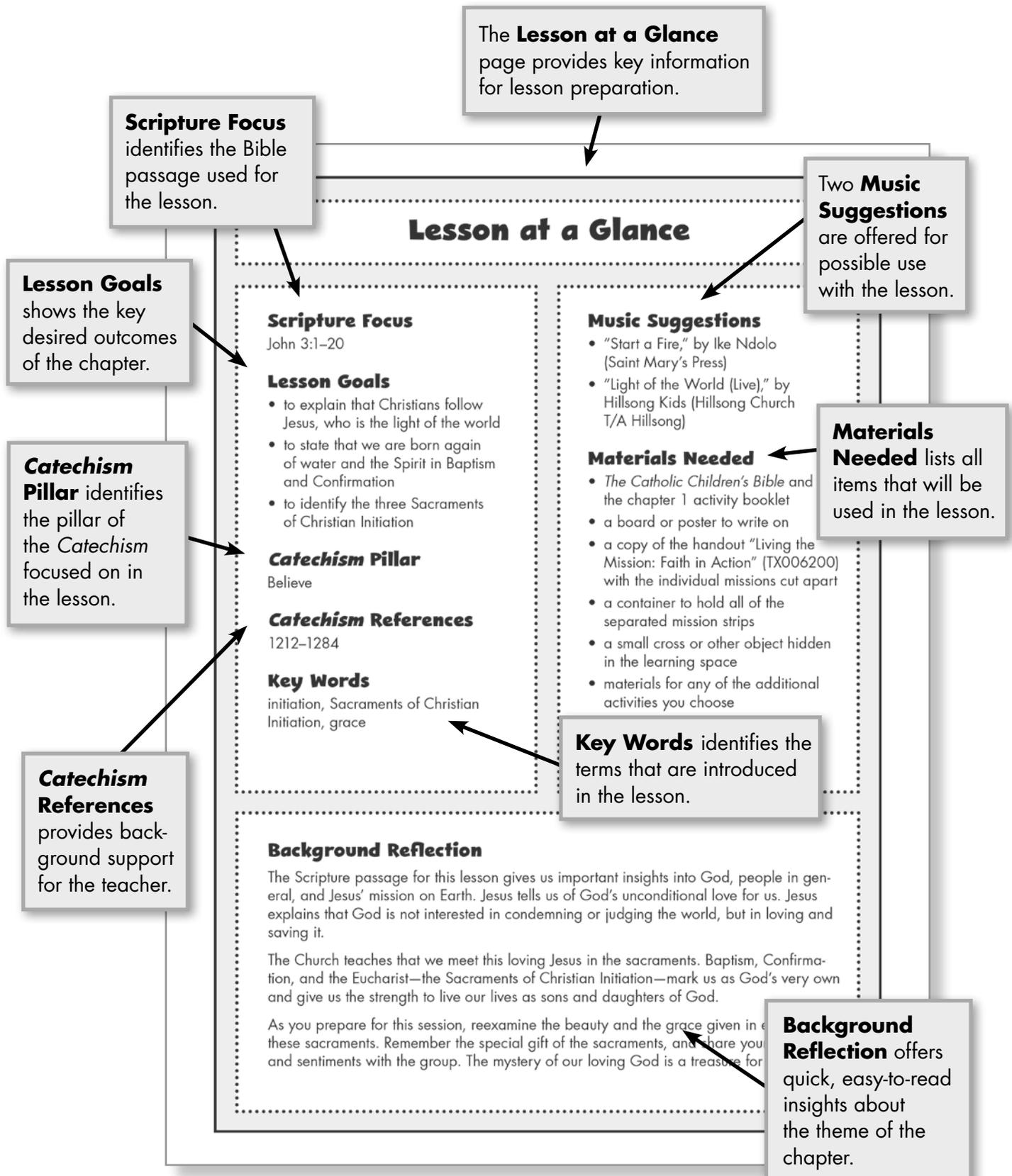
Special Feature



We Know and Live Our Faith Resource

# Understanding the Components

## Catechist Guide





**Additional Activity Options** is a reminder that each lesson offers three alternative possibilities for the core learning activity.

**Additional Activity Options**

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 50–51 in its place.

The **Core Teaching** part of the lesson relays key information that supports the lesson goals.

**Core Teaching**

- Invite the young people to reread John 3:3–5 in *The Catholic Children's Bible* (page 1656). Ask them to share what Jesus said about how we enter the Kingdom of God. (*We are born again; born of water and the Spirit.*)
- Ask the group to share what they think the word **initiation** means. (*What is needed to join a group, such as a series of steps the new person must take to show their commitment to the beliefs, values, or goals of the group.*)
- Explain that the Church has three **Sacraments of Christian Initiation**, which make us full members of the Catholic Church—Baptism, Confirmation, and the Eucharist.
- Remind the group that the sacraments celebrate and actually give us the love and **grace** of God through physical signs and symbols. Recall that grace is God's free and undeserved gift to us. Explain that the sacraments bring us closer to Christ and help us answer his call to be his followers.
- Explain that Baptism is the first sacrament we receive. Continue with the following points:
  - Baptism brings us into the Church, into the community of believers.
  - In Baptism, we are born of water and the Spirit as is mentioned in today's Scripture passage.
  - Choosing to be a Christian (or having our parents choose this for us) means starting a new life. That's why we say we are "born" in Baptism.
  - The holy water that is used in Baptism cleanses our souls from sin and the life of the Holy Spirit enters us.
- Discuss Confirmation, the second Sacrament of Christian Initiation, using some of the following points:
  - Confirmation deepens our relationship with the Church and with Jesus.
  - Confirmation allows the people being confirmed to agree to live the faith and to follow the mission of Christ.
  - The life of the Holy Spirit in us is strengthened in Confirmation and helps us to live the mission of Christ and the Church.
  - During Confirmation those being confirmed renew the promises made at their Baptism.

about the Eucharist. Write  
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Resurrection of Jesus.  
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provide affirmation and  
ok at all the sacraments

verse or answer the  
journal question on  
the bottom of pag-  
es 2 and 3 of the  
activity booklet.

- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Mother Teresa of Kolkata (Calcutta), and encourage the young people to say, "Saint Mother Teresa, pray for us," during the next week.

The **We Know and Live Our Faith** resource provides additional content that can be used to support the lesson.



**We Know and Live Our Faith**

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- "Christ Works in the Liturgy," page 22 (first paragraph only)
- "The Sacraments," page 28

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions.

**Chapter 1**

**Additional Activities**

**Materials Needed**

- *The Catholic Children's Bible*
- blank paper

**Where Else in the Bible? (15 minutes)**

- Arrange the young people into teams of two or three, and assign one of the following Scripture references to each team:
  - Numbers 21:8–9 (Moses lifting up a snake)
  - Matthew 5:14–16 (Light)
  - John 19:38–40 (Nicodemus)
  - Acts of the Apostles 2:38 (Baptism)
  - Ephesians 5:8–9 (Darkness/light)
  - 1 John 4:9 (God's love)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how this Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share his or her sentences with the larger group.

**Materials Needed**

- blank paper

**What's Your Story? (15 minutes)**

- Explain that since most of the young people were baptized as infants, they would not remember it happening.

The **Go!** part of the lesson invites the children to recall everything they have learned and ends with a closing prayer.

**Go! (10 minutes)**

**Note:** The handout can be found on pages 297–298 or accessed online at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

**Lesson Wrap-Up**

- Ask the group to think of all they learned in this lesson.
- Invite a few volunteers to share responses. Affirm all correct statements, and revisit those statements that may need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - Christians follow Jesus, who is the light of the world.
  - We are born again of water and the Spirit in Baptism and Confirmation.
  - Baptism, Confirmation, and the Eucharist are the three Sacraments of Christian Initiation.
- Tell the young people that you have hidden a small cross or other object somewhere in the room. Explain that when you say "Go," they should search the room for the object. Tell them in advance where they may and may not look to avoid disturbing the space.
- Congratulate the young person who has located the object. Invite her or him to come to the front of the room and select a mission from the container you have prepared with the mission strips [from the handout "Living the Mission: Faith in Action" [TX006200]].
- Explain to the young people that each week they will randomly select a new mission that the whole group will be challenged to complete. Tell them that this is an opportunity for them to put their faith into action and then reflect on that experience.
- Invite them to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.

**Closing Prayer**

- Remind the young people that Christians are called to follow Jesus, the light of the world, and to live in his light. Ask them to close their eyes and quietly reflect on the following questions [allow a short period of silence after each question]. Say:
  - Think back through your day. Which of your thoughts, attitudes, or actions reflected living in the light?
  - Again, think back through this day. Which of your thoughts, attitudes, or actions reflected darkness?
- Invite the young people to say a silent prayer asking for wisdom and courage to live in the light.
- After a few seconds, invite the young people to say "Amen" together and to end with the Sign of the Cross.



TX006200



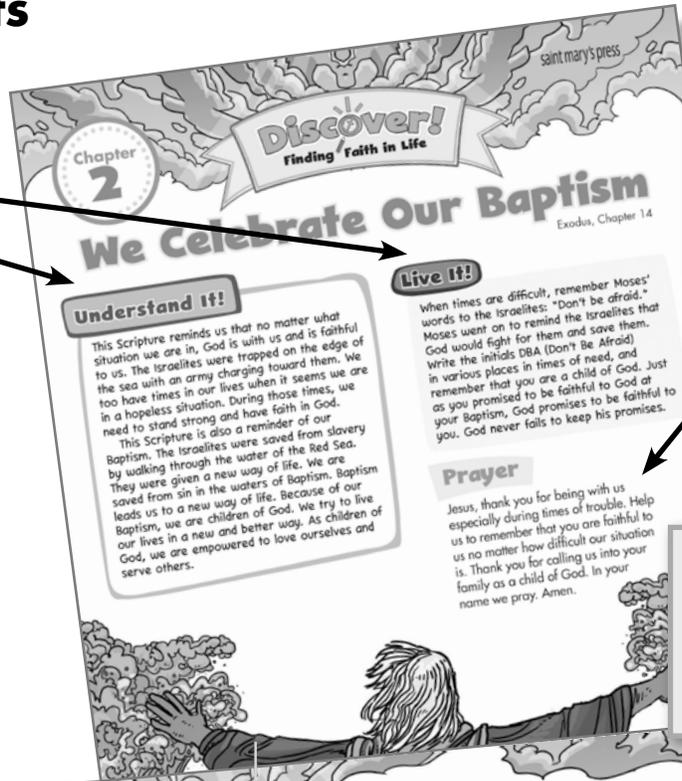
**Chapter 1**

their Baptism using the following questions, which board:  
 ? What was the weather like?  
 ? Who else was with your parents that day?  
 ? How did you look like? Did a priest or a deacon baptize you?  
 ? What happened during your baptism on the board (white garment, candle, ...)  
 ... and ask the young people to write the story of their ...  
 ... ne it. Invite them to answer some of the questions and ...  
 ... written on the board.  
 ... are their story with their parents and talk about the ...  
 ... d.

The **Additional Activities** are alternative options for the core learning activity. They may also be used to extend or supplement the lesson as needed.

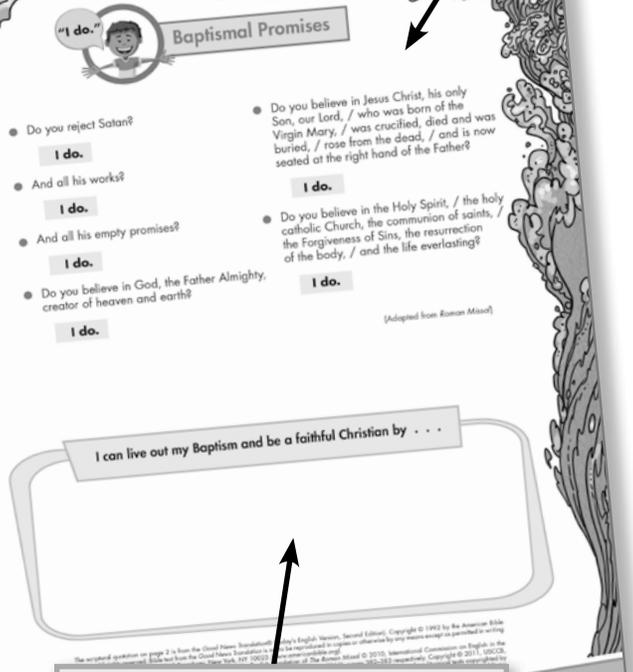
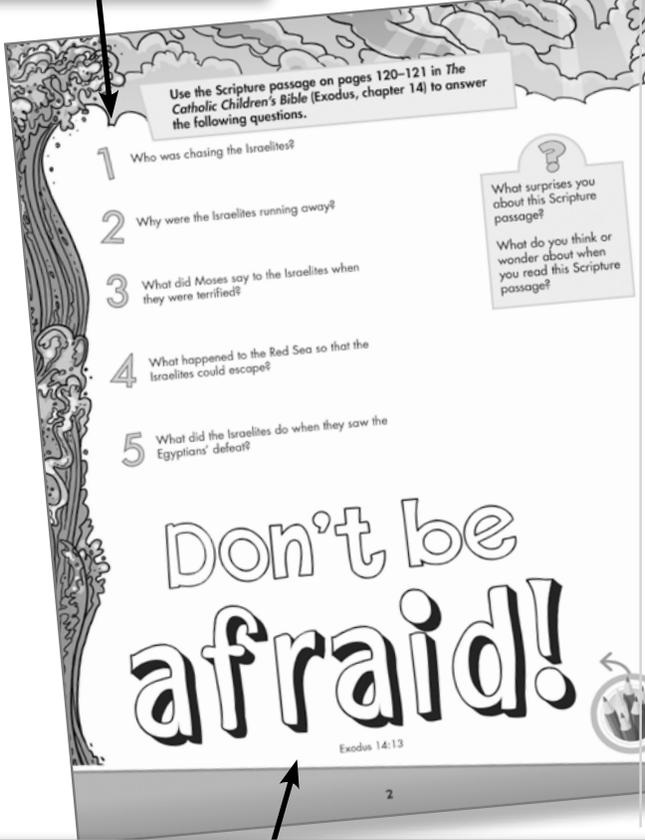
# Activity Booklets

**Understand It! and Live It!** content appears on the opening page to deepen the understanding of the Scripture passage.



Each activity booklet begins with a **Prayer** that is used as the opening prayer for the lesson.

**Questions** help the young people explore the meaning of the chapter's Scripture passage.



The **activity** on the top of the page relates to the core teaching content for the chapter.

A **Scripture verse** is offered for reflection. It can also be colored. Teachers may use this if there is extra time in the session or may encourage the young people to complete it on their own.

An optional **journal question** is offered for reflection. Teachers can use this if there is extra time in the session or can encourage the young people to complete it on their own.

The **Family Page** provides families with helpful information about the chapter and ideas to bring the lesson to life at home.

# Family Page

## Background Reflection

In this Scripture passage, the Israelites experience a range of emotions: joy as they are freed from slavery, terror as they are chased by the Egyptian army, helplessness as they cry out to the Lord, hopelessness as they are trapped at the edge of the sea, astonishment as the sea parts, trepidation as they walk through the walls of the water, and awe and renewed faith in the Lord as the Egyptian army is defeated. Events in our lives, although often not quite as dramatic, can mirror these same emotions. Many times we feel we are trapped at the edge of a sea with an “approaching army” behind us. This story can remind us that God is faithful to us no matter what challenges we face.

The Israelites were called out of their slavery by God. Although they faced trials, challenges, and temptations, their choice to follow God was better than a life in slavery. In a similar manner, God calls us through our Baptism to a holier life, to a better existence. We are bound by sin at birth, and through the waters of Baptism become a child of God. In Baptism we are also given the grace to live as faithful Christians. God knows us, loves us, empowers us, and will be faithful to us.

## Family Activities

- Share with your fifth grader anything that you can remember about his or her Baptism. Explore together as a family the different ways you live out your baptismal promises as faithful Christians.
- Make a point to “call out to God” when your family experiences trials or challenges. Praying together can remind the entire family that God is with us at all times. If individual family members are going through a rough time, make a commitment as a family to gently remind them that they are not alone.
- Watch the video “The Prince of Egypt 1998: Red Sea” (YouTube, 6:54) together. Invite your child to recount the crossing of the Red Sea from Scripture, or read Exodus, chapter 14, together.

**People of Faith** introduces the children to saints and other holy people who are models of faith.



## People of Faith

### Saint Patrick (389-461)

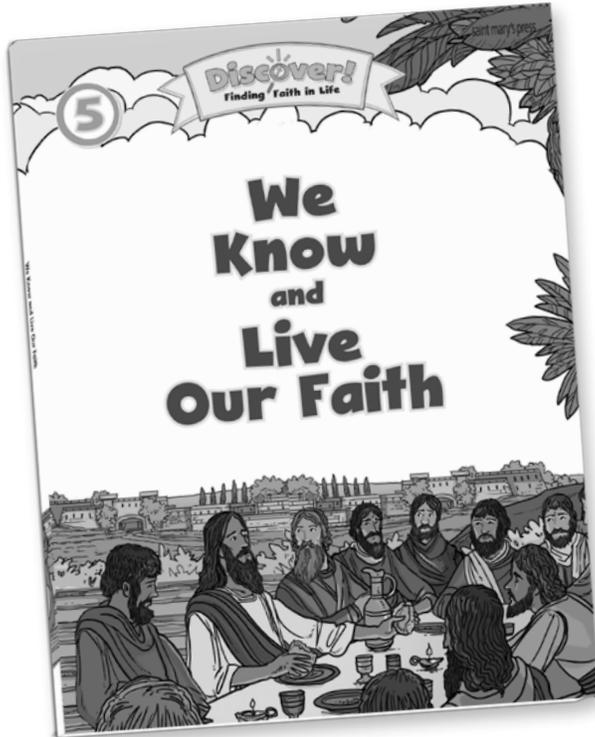
Saint Patrick was taken to Ireland as a slave. After he escaped and returned home, he had a vision of the Irish people asking him to come back to teach them about God. He became a priest and returned to Ireland. Patrick was Ireland’s first bishop, and he converted and baptized thousands of people despite opposition from chieftains and druids. Saint Patrick is the patron saint of Ireland, and his feast day is March 17.

## Prayer

*Pray this prayer together as a family, beginning and ending with the Sign of the Cross.*

Loving God, thank you for the gift of Baptism and for adopting us as your children. Thank you for being with us in difficult times and in good times. In your name we pray. Amen.

# We Know and Live Our Faith



This resource provides an additional opportunity for the children to learn about their faith. It can be used as part of the session or at home with the family.

## ACTIVITY

### Ten Commandments Scramble

Check your knowledge of the Ten Commandments by writing the number of each commandment in front of it. Try it yourself first, then compare answers with a partner to finish.

\_\_\_\_\_ Honor your father and your mother.

\_\_\_\_\_ You shall not covet your neighbor's possessions.

\_\_\_\_\_ You shall not kill.

\_\_\_\_\_ You shall not bear false witness against your neighbor.

\_\_\_\_\_ I am the Lord your God, you shall not have other gods before me.

\_\_\_\_\_ You shall not covet your neighbor's wife.

\_\_\_\_\_ You shall not steal.

\_\_\_\_\_ You shall not take the name of the Lord your God in vain.

\_\_\_\_\_ You shall not commit adultery.

\_\_\_\_\_ Remember to keep holy the Lord's Day.

### The First Commandment

The First Commandment is "I am the Lord your God, you shall not have other gods before me."

When we pray the Creed at Mass, we say, "I believe in God." This is one way of keeping the First Commandment. Rejecting or denying the existence of God is a sin against the First Commandment. We call this **atheism**, a word that means "no God."

Sometimes we have questions. We ask, "Does God really exist? Does God care about me?" This is not rejecting or denying God. Asking questions about God and our faith is a good way to learn more about God and our faith. Your parents, teachers, and parish priests will always be happy to listen to your questions and to discuss them with you.

The First Commandment requires that we worship one true God, and him alone. **Superstition** violates the First Commandment. When we use superstitious practices, we take away from this worship of the one true God and start thinking that an object like a lucky rabbit's foot can help us. Sometimes these things make us feel better in the moment, but thinking that they can actually help us is superstition and, which goes against the First Commandment. The same is true of magic (used for evil and not just for fun) or other superstitions, like calling down evil upon someone. This takes away from the respect and honor we owe to God, who alone judges the living and the dead.

Tempting God is also a sin against the First Commandment. Tempting God is asking God to do something "or else." For example, you might say, "God, if you don't make sure I pass this test, I'm not going to Communion this Sunday!" Tempting God is putting your wishes against what God might allow. (It is not God's fault that you did not study for your test!) It is trying to put God into a corner. This is against the First Commandment because you are putting yourself above God.

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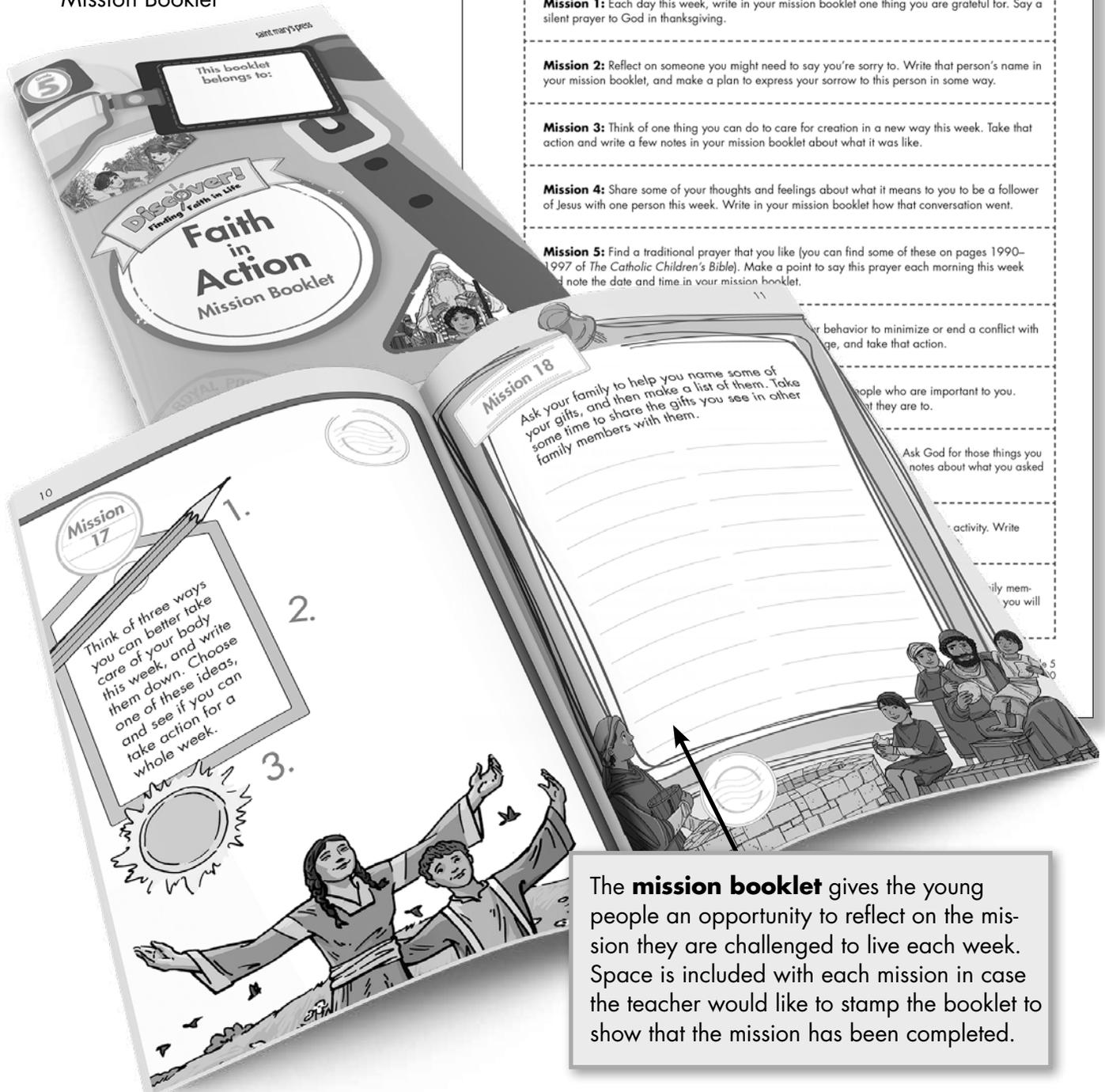
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# Special Feature for Grade 5

Each of the twenty core chapters will end with a randomly-selected mission that will challenge the young people to actively live out their faith during the week.

Mission Booklet

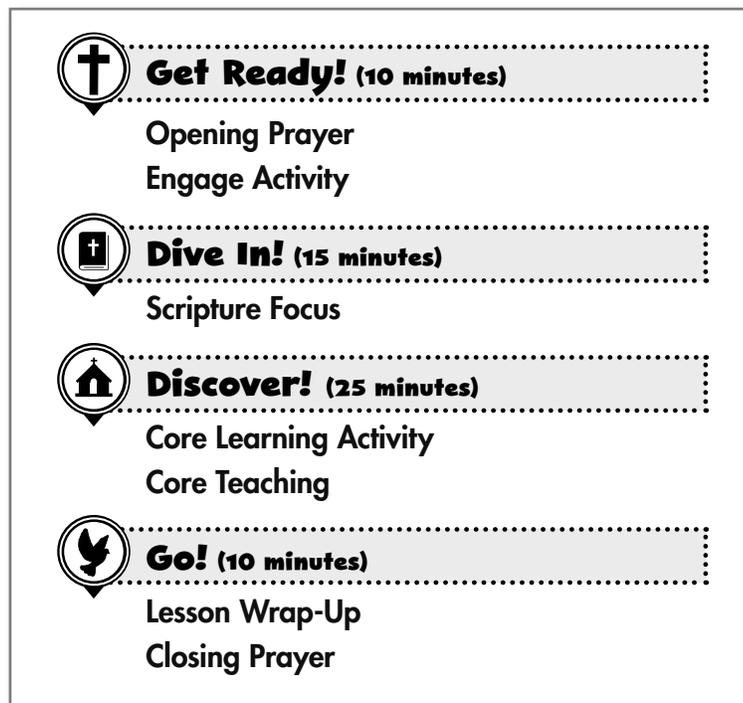


The **mission booklet** gives the young people an opportunity to reflect on the mission they are challenged to live each week. Space is included with each mission in case the teacher would like to stamp the booklet to show that the mission has been completed.

# Key Elements of the Program

## Catechist Guide

Each lesson follows the same overall structure and timing. It will be important to assess the time frames according to your unique group makeup and time parameters. Some activities may take longer for some groups than others. Reading through each lesson prior to the session will guide you in making necessary adjustments to ensure success in your particular setting. The 60-minute timing structure is presented as follows:



### Get Ready!

This first part of the lesson starts with an opening prayer and an engage activity that lays the foundation for the lesson by accessing the children's prior knowledge and experience. This engages the children by providing them with an early opportunity for success by prompting discussion and activity around concepts they are familiar with and then connecting those concepts with content they will be learning in the lesson.

### Dive In!

This part of the lesson immerses the children in the Bible through a key Scripture passage. This part always focuses on helping the children to understand the Scripture story and involves processing the content presented in the Understand It!, Live It!, and Tell It! features of *The Catholic Children's Bible*.

## **Discover!**

This part of the lesson involves a core learning activity (a craft in the liturgical season lessons) that brings to life one of the themes of the lesson in an interactive way. Frequently, this involves an out-of-the-seat activity that creates energy and excitement while helping the children further explore a concept related to the lesson. The core teaching part of the lesson is presented after this learning activity, giving you essential catechetical information to share and questions to ask to assess comprehension.

## **Go!**

This part of the lesson wraps up the session with a final check and recall of the core lesson goals. The children close with one additional fun activity (in the twenty core lessons) that rewards them for completing the lesson and builds excitement for the lessons to come. The session then ends with a closing prayer.

## **Activity Booklets**

A fun and colorful activity booklet accompanies each chapter. The activities provided in these booklets may be used in the group lesson or may be completed at home with the family, depending on time parameters. Each booklet includes the opening prayer and some support content that will be used for each lesson, two activity pages that support the learning of the chapter, and a family page that offers families background information on the chapter topic, suggested activities, and a family prayer. *Note:* In the liturgical season lessons, the activity on page 3 is replaced with a prayer service that can be used at the end of the lesson.

There are four activities offered on the interior pages of the activity booklets at this level. On page 2, the top activity is a series of questions that helps the young people process that Scripture passage focused on in each chapter. On page 3, the top activity in some way reinforces a core concept introduced in the Core Teaching section of the lesson. Directions for how to use these two activities are included in the catechist guide.

Two optional activities are also included. On the bottom of page 2 is a Scripture verse that the young people can color or simply use to reflect on. On the bottom of page 3 is a question to inspire personal reflection. These are intended as additional activities to be used if there is extra time in the session with quiet music in the background or as a group activity. They can also be used as optional activities for the young people to complete on their own. Because these are additional activities, their use is not included as a regular part of the lesson plan. It will be important for you to assess whether and how they might fit into your particular setting.

## ***We Know and Live Our Faith***

This resource, a supplemental piece that follows the pillars of the *Catechism*, is filled with articles that present additional doctrinal content to expand the core concepts covered in the program. Directions in the catechist guide pinpoint which articles from this resource

relate to which chapters in the program. Some articles may be referred to multiple times, as they may relate to several chapters. Other content in this resource may not be referred to directly in lessons, as it may introduce concepts that are not focused on in the core program. The *We Know and Live Our Faith* resource can be used either directly in class as time allows or as a family-centered piece that deepens family understanding through reading and discussing faith content together.

## Special Feature for Grade 5

Each lesson of the twenty core chapters will end with a young person randomly selecting a mission challenge. This mission will be one way that the group can live their faith in action throughout the week. The young people will be challenged to complete this mission and then reflect on it in the mission booklet.

## Music Suggestions

Music can add another wonderful dimension to this program. Each chapter includes two song suggestions that correspond to the chapter theme. These songs can be purchased and downloaded individually online. For a complete list of all the songs for the program, please see the *Discover! Finding Faith in Life* resources at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5). Of course, you may also wish to add your own favorite hymns or songs, such as those popular in your parish community.

## Videos

Options for activities that incorporate fun and engaging videos are provided throughout the program. If you have access to the necessary technology, you can use this additional media to further enliven learning. The video suggestions are also included on the family page in the children's activity booklets, so even if you do not use them within the formal learning environment, the children can enjoy them at home with their families. Quick links to the video resources that are referenced throughout this program are available as part of the online resources for this program, found at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

## Handouts

Some chapters include additional handouts for the lesson. These handouts can be accessed three different ways:

1. They can be found at the end of the chapter in the catechist guide.
2. They can be accessed as part of the online teaching resources for this grade at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).
3. They can be accessed individually at [www.smp.org](http://www.smp.org). Click on "Resource Center," and then type the document number (such as TX006195) into the search bar.

# Grade 5

## Scope and Sequence

<b>Unit 1: New Life in the Spirit</b>					
<b>Chapter Number and Title</b>	<b>1. We Come to Jesus</b>	<b>2. We Celebrate Our Baptism</b>	<b>3. The Eucharist Helps Us Live</b>	<b>4. We Protect the Environment</b>	<b>5. The Holy Spirit Helps Us Pray</b>
<b>Catechism Pillar</b>	Believe	Celebrate	Live	Live: Catholic Social Teaching	Pray
<b>Catechism References</b>	1212–1284	1213–1284	1322–1419	290–301 337–343 2415–2418	683–747
<b>Lesson Goals</b>	<ul style="list-style-type: none"> <li>• to explain that Christians follow Jesus, who is the light of the world</li> <li>• to state that we are born again of water and the Spirit in Baptism and Confirmation</li> <li>• to identify the three Sacraments of Christian Initiation</li> </ul>	<ul style="list-style-type: none"> <li>• to review that in Baptism we promise to live as faithful Christians</li> <li>• to identify some of the key ritual actions of the Sacrament of Baptism</li> <li>• to describe the effects of the Sacrament of Baptism</li> </ul>	<ul style="list-style-type: none"> <li>• to define the Eucharist as the source and summit of the Christian life</li> <li>• to indicate that in the Eucharist we share in the Body and Blood of Christ</li> <li>• to state that the Eucharist gives us strength to live the Christian life</li> </ul>	<ul style="list-style-type: none"> <li>• to indicate that God created all things out of love</li> <li>• to explain that we are given free will to choose to love God and creation</li> <li>• to identify that creation is a gift from God that we are called to care for and respect</li> </ul>	<ul style="list-style-type: none"> <li>• to identify that the Holy Spirit helps us to pray</li> <li>• to state that when we pray, the Holy Spirit strengthens us to do God's will</li> <li>• to recall that the Holy Spirit first came upon us at Baptism</li> </ul>
<b>Scripture</b>	John 3:1–20 (p. 1651)	Exodus 14:1–31 (p. 120)	1 Corinthians 10:16–17 (p. 1804)	Genesis 1:1–2:4 (p. 21)	Romans 8:26–30 (p. 1778)
<b>Key Words</b>	initiation  Sacraments of Christian Initiation  grace	Israelites baptismal promises Easter Vigil Original Sin	transubstantiation Real Presence Mystical Body	free will	Advocate
<b>People of Faith</b>	Saint Mother Teresa of Kolkata (Calcutta)	Saint Patrick	Brother Roger of Taizé	Saint Francis of Assisi	Saint Kateri Tekakwitha

<b>Unit 2: Sealed by the Spirit</b>					
<b>Chapter Number and Title</b>	<b>6. The Spirit Fills Us</b>	<b>7. The Spirit Anoints Us</b>	<b>8. The Spirit Changes Us</b>	<b>9. The Spirit Makes Us Children of God</b>	<b>10. The Spirit Gives Us Gifts</b>
<b>Catechism Pillar</b>	Believe	Celebrate	Live	Live: Catholic Social Teaching	Pray
<b>Catechism References</b>	683–747 1832	698 1293–1296 1298–1301	442 1435–1437 1989 2608	1700–1715 1928–1935	1299 1830–1831
<b>Lesson Goals</b>	<ul style="list-style-type: none"> <li>to explain that the Holy Spirit is a gift of God's love to us</li> <li>to identify that the Holy Spirit strengthens us in Confirmation</li> <li>to recall that Confirmation is one of the Sacraments of Christian Initiation into the Church</li> </ul>	<ul style="list-style-type: none"> <li>to explain that anointing is a sign of being chosen and empowered by God</li> <li>to identify that followers of Christ are anointed in the Sacraments of Baptism, Confirmation, and Holy Orders</li> <li>to state the key ritual actions of the Sacrament of Confirmation</li> </ul>	<ul style="list-style-type: none"> <li>to identify Saul as a persecutor of Christians who became a great Christian missionary</li> <li>to explain that change is always possible with the help with Holy Spirit</li> <li>to state that the Holy Spirit strengthens us to share in Jesus' mission</li> </ul>	<ul style="list-style-type: none"> <li>to explain that the Holy Spirit makes us children of God</li> <li>to state that the Spirit helps us to live without fear and recognize God as our Father</li> <li>to identify that all people are created in the image of God with inherent dignity</li> </ul>	<ul style="list-style-type: none"> <li>to explain that the Spirit gives different gifts to each person</li> <li>to identify that each gift given is valuable and needed by the Church</li> <li>to state that the Gifts of the Holy Spirit are sealed and strengthened in us in Confirmation</li> </ul>
<b>Scripture</b>	Acts 1:4–5, 8 (p. 1709)	1 Samuel 16:1–13 (p. 388)	Acts 9:1–19 (p. 1728)	Romans 8:14–17 (p. 1778)	1 Corinthians 12:1–11 (p. 1806)
<b>Key Words</b>	fruits of the Spirit martyr	anoint sacred chrism	missionary conversion	inherent right to life	common good  Gifts of the Holy Spirit
<b>People of Faith</b>	Pope Emeritus Benedict XVI	Saint David the King	Saint Thérèse of Lisieux	The Children of Fatima	Pope Saint John Paul II

<b>Unit 3: Jesus Heals Us</b>					
<b>Chapter Number and Title</b>	<b>11. We Pray for Healing</b>	<b>12. We Celebrate Healing</b>	<b>13. We Are Forgiven</b>	<b>14. We Love One Another</b>	<b>15. We Ask Jesus for Healing</b>
<b>Catechism Pillar</b>	Believe	Celebrate	Live	Live: Catholic Social Teaching	Pray
<b>Catechism References</b>	1420–1421 1469 1499 1508–1509	1499–1532	1440–1470 1849–1850	344 1694 1822–1829 1889 1939–1942 2196	1504 2559–2565 2607–2615 2631
<b>Lesson Goals</b>	<ul style="list-style-type: none"> <li>to state that prayer is important in times when healing is needed</li> <li>to identify that healing can be both spiritual and physical</li> <li>to define the Sacraments of Penance and Reconciliation and Anointing of the Sick as Sacraments of Healing</li> </ul>	<ul style="list-style-type: none"> <li>to recall that Jesus forgave sins and healed physical illnesses</li> <li>to identify that the Sacrament of Anointing of the Sick is a sacrament of strengthening and, if God wills it, physical healing</li> <li>to discuss the effects of the Sacrament of Anointing of the Sick</li> </ul>	<ul style="list-style-type: none"> <li>to identify forgiveness as an essential part of Christian life</li> <li>to describe sin as an offense against God, hurtful to our neighbor, and a weakening of the Body of Christ</li> <li>to explain the key elements and effects of the Sacrament of Penance and Reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>to recall that love is the Great Commandment in the Christian life</li> <li>to identify the death and Resurrection of Jesus as his great act of love for us</li> <li>to explain that love is shown not only in words but in actions</li> </ul>	<ul style="list-style-type: none"> <li>to state that the root of asking for something in prayer is humility</li> <li>to identify that faith and trust are part of prayers for healing</li> <li>to name some ways we can ask Jesus for healing in faith and trust</li> </ul>
<b>Scripture</b>	James 5:13–16 (p. 1917)	Mark 2:1–12 (p. 1525)	Luke 7:36–50 (p. 1595)	1 John 3:11–18 (p. 1934)	Luke 7:1–10 (p. 1591)
<b>Key Words</b>			penance absolution	solidarity	humility
<b>People of Faith</b>	Saint Martin de Porres	Saint Bernadette of Lourdes	Saint John Vianney	Servant of God Chiara Lubich	Blessed Solanus Casey

<b>Unit 4: Jesus Calls Us</b>					
<b>Chapter Number and Title</b>	<b>16. We Are Called by God</b>	<b>17. Called Together as One</b>	<b>18. Called to Serve God's People</b>	<b>19. We Are Called to Serve the Poor</b>	<b>20. Jesus Calls Me</b>
<b>Catechism Pillar</b>	Believe	Celebrate	Live	Live: Catholic Social Teaching	Pray
<b>Catechism References</b>	542 567 1533–1666	1601–1666	1536–1600	1397 1815 2044–2046 2208 2443–2449	738–739 790–795 800 951 1988
<b>Lesson Goals</b>	<ul style="list-style-type: none"> <li>to state that each of us is called by God to help build up the Kingdom</li> <li>to recall that we are each called in a unique way through a vocation</li> <li>to identify the Sacrament of Holy Orders and the Sacrament of Matrimony as the Sacraments at the Service of Communion</li> </ul>	<ul style="list-style-type: none"> <li>to identify that marriage is a covenant between two people</li> <li>to name the key elements of the marriage rite</li> <li>to describe the effects of the Sacrament of Matrimony</li> </ul>	<ul style="list-style-type: none"> <li>to state that in the Sacrament of Holy Orders certain men are ordained to serve God's people</li> <li>to identify which sacraments bishops, priests, and deacons are empowered by the Holy Spirit to celebrate</li> <li>to state that the Sacrament of Holy Orders involves a lifetime commitment to service</li> </ul>	<ul style="list-style-type: none"> <li>to explain that true faith means action for good and not just words</li> <li>to identify service to the poor as the vocation of all Christians</li> <li>to name different ways we can serve the poor, both directly and indirectly</li> </ul>	<ul style="list-style-type: none"> <li>to recall that we are each an important part of the Body of Christ, the Church</li> <li>to identify that Jesus calls us to build up the Body of Christ using our unique gifts</li> <li>to state that we can discover our own vocation through prayer and discernment</li> </ul>
<b>Scripture</b>	1 Samuel 3:1–10 (p. 371)	John 2:1–11 (p. 1650)	John 20:19–23 (p. 1704)	James 2:14–24 (p. 1912)	Ephesians 4:1–16 (p. 1844)
<b>Key Words</b>	Kingdom of God  vocation  Sacraments at the Service of Communion	covenant	ordained crosier	vulnerable	discernment
<b>People of Faith</b>	Saint Ignatius of Loyola	Saints Louis and Zélie Martin	Blessed Stanley Rother	Saint Juan Diego	Saint Elizabeth Ann Seton

<b>Liturgical Season Lessons</b>				
<b>Liturgical Season</b>	<b>All Souls' Day</b>	<b>Advent</b>	<b>Our Lady of Guadalupe</b>	<b>Christmas</b>
<b>Chapter Title</b>	<b>From Death to New Life</b>	<b>Preparing for the Coming of Jesus</b>	<b>Mother of Us All</b>	<b>The Word Became Human</b>
<b>Catechism References</b>	1020–1032 1038–1041	456–463 522–526	721–726 963–975	422–424 456–463
<b>Lesson Goals</b>	<ul style="list-style-type: none"> <li>to recognize that All Souls' Day is the day we pray for those who have died</li> <li>to explain that All Souls' Day follows All Saints' Day in the liturgical calendar so that we can spend these two days remembering those who have gone before us in faith</li> <li>to define death as not an end to life, but a change or transfer to life forever</li> </ul>	<ul style="list-style-type: none"> <li>to recognize that Advent is the season when we prepare to celebrate that Jesus made God's promise come true</li> <li>to state that Mary's special role in salvation was to be the Mother of God</li> <li>to identify Mary as someone who spoke for those who are poor</li> </ul>	<ul style="list-style-type: none"> <li>to recognize that the Church honors Mary throughout the year with various feasts</li> <li>to state that honoring Mary is not worship, which we owe only to God</li> <li>to identify Our Lady of Guadalupe as Patroness of All the Americas</li> </ul>	<ul style="list-style-type: none"> <li>to identify the season of Christmas as the celebration of the Word, Jesus, coming into the world</li> <li>to name Christmas as a celebration of the coming of Christ in three ways: into the world, into our hearts, and at the end of time</li> <li>to state that the Christmas season lasts from December 25th to the Sunday of the Baptism of the Lord</li> </ul>
<b>Scripture</b>	Romans 6:3–9 (p. 1776)	Luke 1:39–56 (p. 1572)	Revelation 11:19a; 12:1–6a, 10 (p. 1954)	John 1:1–14 (p. 1649)
<b>Key Words</b>	Holy Souls Purgatory	Advent Magnificat	<i>tilma</i> <i>mestiza</i>	incarnate
<b>People of Faith</b>	The Holy Souls	Saint Elizabeth	Our Lady of Guadalupe	Saint John the Evangelist

<b>Liturgical Season Lessons</b>				
<b>Liturgical Season</b>	<b>Easter Triduum</b>	<b>Easter</b>	<b>Pentecost</b>	<b>Ordinary Time</b>
<b>Chapter Title</b>	<b>Three Holy Days</b>	<b>Alleluia! I Do Believe!</b>	<b>Come, Holy Spirit</b>	<b>Learning and Living Our Faith</b>
<b>Catechism References</b>	571–573 595–598 612–618 1168–1171	988–996 1002–1004 1169	687 691–701 731–736 1287	546 1163–1171
<b>Lesson Goals</b>	<ul style="list-style-type: none"> <li>to state that <i>Triduum</i> means “three days”</li> <li>to recall that Easter to identify the Easter Triduum as the primary celebration of the entire Church year</li> <li>to recall Good Friday as the day we remember and participate in Jesus’ Passion and Death in a special way</li> </ul>	<ul style="list-style-type: none"> <li>to identify that on Easter Sunday we celebrate the Resurrection of Christ</li> <li>to state that Easter Sunday begins the Easter season, which lasts until Pentecost Sunday</li> <li>to recall that the Easter season is a season of rejoicing</li> </ul>	<ul style="list-style-type: none"> <li>to state that the word <i>Pentecost</i> comes from Greek and means “fiftieth”</li> <li>to recall that Pentecost is the celebration of the coming of the Holy Spirit</li> <li>to identify the Holy Spirit as the helper that Jesus promised to send</li> </ul>	<ul style="list-style-type: none"> <li>to state that there are two seasons of Ordinary Time in the Church calendar</li> <li>to identify Ordinary Time as the season in which we learn more about the life and teachings of Jesus Christ</li> <li>to recognize the parable form of storytelling as Jesus’ preferred method of teaching</li> </ul>
<b>Scripture</b>	John 19:16b–18, 28–30 (p. 1700)	John 20:24–29 (p. 1704)	John 20:19–23 (p. 1704)	Luke 10:25–37 (p. 1606)
<b>Key Words</b>	Triduum triptych	ultimatum Alleluia	<i>ruah</i> Pentecost Advocate	parable
<b>People of Faith</b>	Saint Joseph of Arimathea	Saint Thomas the Apostle	Pope Saint John XXIII	Saint Louise de Marillac

# Support Articles

## Characteristics of Fifth Graders

Fifth graders may be considered “tweens,” because they are in “between” early childhood and adolescence. Many of them, girls especially, will begin puberty, which often starts between the ages of 10 and 12 for girls and a bit later for boys. These biological changes are often accompanied by changes in emotions and intellect as young people in these middle school years become more socially, intellectually, and physically mature. At the same time, they still like to be silly and have fun.

### Physical Characteristics

Many fifth-grade girls will show the physical signs of puberty as they begin to enter the developmental stage known as adolescence. Breast development and menstruation often occur for girls. Many boys, however, do not begin puberty until the ages of 12 to 14. Both boys and girls are often growing taller, feeling more stress, and sometimes experiencing changes in their sleep habits. Don't be surprised if they arrive late or sleepy if you have a Sunday morning session.

### Intellectual Characteristics

Fifth graders are capable of critical thinking and problem-solving. They are able to think somewhat abstractly. For example, ritual symbols are meaningful. They can understand that the cleansing effects of baptismal waters mean more than physical cleaning.

### Social-Emotional Characteristics

Most middle-school-age children enjoy group work. They are mature enough to compromise, cooperate, and collaborate when it comes to completing an assignment or solving a problem. Some fifth graders will have feelings for someone special and flirt, text, or message those they are interested in. Social media can be a major influence and source of social anxiety at this age. Cell phones and mobile devices may become an issue in the classroom but can also be used as teaching tools.

## Summary

These are all general characteristics of fifth graders. Although these characteristics might not describe every young person, an awareness of these qualities will help you to plan developmentally appropriate learning activities for your group. The more you learn about the spectrum of child development, the more you will understand where the young person you teach have “come from” and where they are headed in their next phase of development. Each child develops at his or her own pace, and it is likely an uneven pace at that! One child may be far ahead intellectually but a little behind socially. Another child’s social development may be right on target, but he or she may face challenges in thinking skills. The activities in this guide are varied so that you are sure to find some to meet almost every child’s need to grow intellectually, emotionally, and spiritually.

One way to give every young person a chance to grow and develop in your classroom, even if a group meets only once a week, is to give each of them a job. Line leader, paper passer, prayer leader, movement leader, Bible carrier—whatever small job is available should be assigned for one session (or one week), and then reassigned for the next one. Keep a running list of assignments so that each young person gets a turn at doing each job. Write the assignments for each session on the board. Elementary-age children love to help and enjoy feeling appreciated, and you will be rewarded with a smooth-running group of proud and happy children.

# Biblical Literacy and the Teaching of Scripture

As a teacher or catechist of Catholic children, you know the power that Scripture has to touch children's hearts and inspire their moral and spiritual lives. To remind us to draw on this power in catechesis, the Church's teaching documents always call us to make the Bible an integral part of our ministry.

Catechesis should take Sacred Scripture as its inspiration, its fundamental curriculum, and its end because it strengthens faith, nourishes the soul, and nurtures the spiritual life (*National Directory for Catechesis*, p. 70).

Likewise, the holy synod forcefully and specifically exhorts all the Christian faithful, especially those who live the religious life, to learn "the surpassing knowledge of Jesus Christ" (Phil 3:8) by frequent reading of the divine scriptures (*Dogmatic Constitution on Divine Revelation [Dei Verbum]*, 1965, 25).

Through your catechetical ministry with children, you equip them with the essential knowledge and skills required for their lifelong journey of faith. When it comes to the Bible, you want to begin teaching the knowledge and skills that will help the children to ultimately become biblically literate adults. So let's start by describing biblically literate adults.

Biblically literate adults are comfortable reading and using the Bible. They know how the books of the Bible are arranged and how to quickly and easily locate a specific book or passage. They have a solid understanding of the biblical story of salvation history, and they are familiar with key people and events and how God's saving power worked through those people and events. Biblically literate adults understand that any book or passage from Scripture must be understood in its proper context. When reading the Bible, they consider things like the literary genre, the culture of the time, the original author's intended message, how the message fits into the bigger picture of salvation history, and how the passage is understood in the Church's Tradition.

We can help children to become biblically literate adults by working on three specific goals:

- A. Help them to become knowledgeable and comfortable using the Bible.
- B. Help them to know and understand the biblical story of salvation history.
- C. Help them to understand how to interpret biblical books and passages in their proper contexts.

Goal A is the **Access** goal. Goal B is the **Big-Picture** goal. Goal C is the **Context** goal. Taken together, these can be called the ABCs of biblical literacy.

The three goals of biblical literacy follow a certain progression. The **Access** goal is the most basic; its competencies create a foundation for working on the **Big-Picture** and **Context** goals. The **Big Picture** competencies build on the **Access** competencies and create greater knowledge that the **Context** competencies can then build on. All three goals are closely related; working on any one goal usually reinforces the others.

As a general guideline, with elementary-age children, your primary focus should be developing the **Access** competencies and introducing some **Big-Picture** knowledge. You will probably not focus on the **Context** competencies, because they require more abstract reasoning than most young children are capable of. However, you will use specific **Context** skills and knowledge competencies as you teach children about the meaning of specific Bible stories.

Let's take a closer look at these three goals and how you can help children to develop the competencies needed to become proficient in them. (For a more detailed look at these three goals, read *Biblical Literacy Made Easy: A Practical Guide for Catechists, Teachers, and Youth Ministers*, Saint Mary's Press, 2008.)

## **Access Goal: Helping Children Become Knowledgeable and Comfortable Using the Bible**

Many children do not know how to use the Bible. They may have heard Bible stories, and maybe they were even given a Bible for their First Communion. But they do not know how the Bible is structured or how to find specific passages or stories within it. By focusing on the competencies of the **Access** goal, we can help children to become more familiar and comfortable with the Bible.

The most critical practice for achieving the **Access** goal—a practice so basic that many people overlook it—is simply having the children *use* the Bible. Too often children read Scripture passages as quotations in textbooks. There may be only one Bible in the classroom, so the catechist looks up the passage and then hands the opened Bible to a young person to read. These practices do not encourage children to learn basic biblical literacy skills. If young Catholics are to become comfortable in accessing the Bible, they must use it regularly. Every classroom or meeting space must have enough Bibles for each student to use. What we model as important has a much greater impact than what we say is important!

To help children become comfortable in using the Bible, we can teach them two important competencies: (1) knowing the Bible's structure and (2) locating a passage in the Bible.

## Knowing the Bible's Structure

The Bible is not one book; rather, it is a collection, or even a small library, of books and letters. These books are organized in a specific and intentional structure, sort of like books might be grouped in sections on a bookshelf. At the beginning of *The Catholic Children's Bible*, these sections are briefly explained and visually presented in the section called "The Bible Is Like a Bookshelf." Here is a slightly more detailed explanation of those sections:

- **The Old Testament** is the first major section of the Bible. Its books are primarily about God's relationship with his Chosen People, the Israelites (or the Jews).
  - The first part of the Old Testament is called the **Pentateuch**. The stories in these books are the heart of the Old Testament.
  - The second part of the Old Testament is called the **Historical Books**. These books recount how the Chosen People settled in the Promised Land and how they eventually became a kingdom ruled by great and not-so-great kings.
  - The third part of the Old Testament is called the **Wisdom Books**. These books teach some of the collected wisdom of the Israelites.
  - The fourth part of the Old Testament is called the **Books of the Prophets**. These contain the warnings and consolations of some of Israel's prophets.
- **The New Testament** is the second major section of the Bible. Its books tell how God fulfilled the Old Testament promises by sending us the Savior, Jesus Christ.
  - The first part of the New Testament is the four **Gospels** and the **Acts of the Apostles**. The Gospels have the stories about Christ's life and teaching, and the Book of Acts tells us about how the Church spread after Christ's Ascension.
  - The second part of the New Testament is the **Letters**. Early Church leaders sent these letters, some to certain individuals and others to specific Christian communities.
  - The last book of the New Testament is the **Book of Revelation**. It is a unique collection of prophecies and symbolic visions.

Refer to these sections when the children look up passages in the Bible. Say things like, "This Bible story is from the Book of Exodus, which is in the Old Testament of the Bible," or "This Bible story is from the Gospel of Mark. The Gospels have stories about the life of Jesus and the things he taught."

## Locating a Passage in the Bible

The simple system for finding a particular passage in the Bible is explained in the beginning of *The Catholic Children's Bible* in the section called "How to Find a Bible Passage." After explaining this system to the children, help them to develop the skill of locating Bible passages through practice, practice, practice! This skill will take time for children to master, but it is crucial for lifelong Bible reading. You will find help in teaching navigation skills to children in the section of this catechist guide titled "Helping Children Navigate *The Catholic Children's Bible*."

## **Big-Picture Goal: Helping Children Know and Understand the Biblical Story of Salvation History**

Because of our Lectionary-based liturgies, Catholics are often familiar with most of the important people and stories of history. But if liturgies are a person's only contact with Scripture, she or he may not see how those individual stories fit into the overarching biblical story of God's covenant relationship with the human race, which we also call salvation history. Much of Catholic theology is based on the presumption that we know and understand the overarching story of salvation history.

Salvation history is often organized into different periods to help us understand God's saving work. In all relevant Saint Mary's Press® resources, eight historical periods are named to describe the arc of salvation history:

1. Primeval History (the figurative stories in the Book of Genesis)
2. The Patriarchs (Abraham, Isaac, and Jacob)
3. Egypt and the Exodus (Moses and the desert experience of Israel)
4. Settling the Promised Land (Joshua and the Twelve Tribes of Israel)
5. The Kingdoms of Judah and Israel (the time of the Prophets)
6. The Exile and Return (the Babylonian Captivity and restoration of the Temple)
7. The Life of Jesus Christ
8. The Early Christian Church

Understanding how each biblical book's story fits into this bigger history is the mark of a truly biblically literate person. This kind of knowledge grows with repetition and review. You can best help children develop this knowledge by exposing them to key people and events in Scripture. *The Catholic Children's Bible* helps you to do this by focusing on 125 key people and events in the Featured Stories on two-page spreads. Using these Featured Stories consistently with children will provide them an excellent foundation for knowing and understanding salvation history.

## **Context Goal: Helping Children Understand How to Interpret Bible Books and Passages in Their Proper Contexts**

The **Context** goal is more subtle and complex than the **Access** and **Big-Picture** goals. Teachers typically do not work on the skills required to master this goal with young children. It requires a level of abstract thinking that this age-group is not yet capable of. However, teachers need to understand this goal in order to teach children the correct interpretation of the biblical stories they read.

This excerpt from the Second Vatican Council document *Divine Revelation* describes how to correctly interpret the Bible.

Seeing that, in sacred scripture, God speaks through human beings in human fashion, it follows that the interpreters of sacred scripture, if they are to ascertain what God has wished to communicate to us, should carefully search out the meaning which the sacred writers really had in mind, the meaning which God had thought well to manifest through the medium of their words. (12)

This excerpt states that we must do two things when interpreting a Bible story or teaching. First, we must seek to understand what the original human author intended to communicate. The Church Fathers called this the “literal sense” of Scripture. Second, we must seek to understand what God is revealing through the story or passage. The Church Fathers called this the fuller sense or the “spiritual sense” of Scripture. Often the literal sense and the spiritual sense of a passage are closely related. But in some Scripture passages, God reveals, through the spiritual sense, a deeper and more universal truth than the human author originally understood or intended.

Paragraphs 109–119 of the *Catechism of the Catholic Church* further explain how to apply these principles. These paragraphs describe the contexts we must consider when interpreting any particular passage of the Bible, which is why we describe this as the Context goal.

- **Historical context** To understand the full importance or meaning of a certain event, we need to know the larger historical situation the event occurred within.
- **Cultural context** Sometimes the true meaning of certain actions or words makes sense only when we understand the cultural practices or beliefs of the time.
- **Literary genre** The Bible is composed of many different types of literature. We must know which type we are reading and realize that each genre has its own rules for interpretation.
- **Unity of the whole Bible** When taken as a whole, God’s revealed truth is presented in the Bible without error. This is the case in many Old Testament passages, whose Christian meaning can be completely and accurately understood only in light of the New Testament revelation.
- **Living Tradition of the Church** To fully understand some Bible passages, we must take into account how the Magisterium—the official teaching authority of the Church—has interpreted the meaning of those passages.
- **Coherence of the truths of faith** When it comes to religious or moral truth, the Bible cannot contradict itself or any other revealed truth of our Tradition.

If we do not interpret the Bible using these contexts, we can easily misinterpret God's Revelation. This is the danger of biblical fundamentalism, an approach to biblical interpretation that Catholics are cautioned to avoid. In its extreme forms, biblical fundamentalism leads people to false beliefs, such as the belief that God created the universe in six twenty-four-hour days.

Even though you will not necessarily mention these different contexts when working with young children, the Featured Stories in *The Catholic Children's Bible* provide trustworthy tools to help children correctly understand the contexts of 125 Bible stories. The engaging art in *The Catholic Children's Bible* provides strong visual cues about the human authors' intentions. The Tell It! panels provide children the opportunity to retell the story using the visual prompts so that they begin to process its meaning. And the short Understand It! panels explain what God is revealing through the story, drawing on the contexts of the unity of the Bible, Tradition, and the coherence of the truths of faith.

# Helping Children Navigate *The Catholic Children's Bible*

Helping children become familiar with the structure of the Bible so that they can easily locate specific books and passages is a foundational part of building biblical literacy. *The Catholic Children's Bible* offers multiple tools to help children more readily navigate their way around the Bible.

## Color Coding

When you look at the bottom of *The Catholic Children's Bible* or open it to any page, you will notice bands of color along the bottoms of the pages. These colors delineate the major divisions of the Bible.

Bible Section	Bible Books	Band Color
The Pentateuch (or Torah)	Genesis through Deuteronomy	aqua
The Historical Books	Joshua through Second Maccabees	brown
The Wisdom Books	Job through Sirach	purple
The Books of the Prophets	Isaiah through Malachi	orange
The Gospels and the Acts of the Apostles	Matthew through John and the Acts of the Apostles	blue
The Letters and Revelation	Romans through Revelation	green
Prayer and Bible Helps	back of the book	yellow

The same colors are shown in the table of contents (pages 3–6) as bands of color behind the name of each section of the Bible. They are also repeated in “The Bible Is Like a Bookshelf” image on page 15 of *The Catholic Children's Bible*. This image can be helpful in introducing children to the structure of the Bible and can be another resource to help them identify where a particular book of the Bible is located.

## Page Tabs

You will also notice that the table of contents (pages 3–6) indicates a specific color for each book of the Bible. These colors are matched with tabs that are provided along the sides of each page within the Bible. A chapter number is also included in the tab to indicate the core chapter that is featured on each page.

## Finding Specific Passages in the Bible

The article “How to Find a Bible Passage” on page 13 in *The Catholic Children’s Bible* presents the traditional method of finding specific Bible passages by the name of the book, the chapter, and the verse. This is basic information for anyone who wishes to understand Scripture citations and use them to locate a particular Bible passage.

## Navigating the Featured Stories

One of the most attractive elements of *The Catholic Children’s Bible* is its Featured Stories. These stories encapsulate a Scripture story or passage, illustrate it, and surround it with the helpful Understand It!, Live It!, and Tell It! teaching aids. In addition, new or unfamiliar words are printed in bold type and presented with definitions. A full list of the 125 Featured Stories that are offered within the Bible is presented on pages 7–11 of *The Catholic Children’s Bible*.

When the children encounter a Featured Story, such as the one presented on page 122, for example, they will see a green leaf at the beginning and end of the Scripture text. This indicates that this is a portion of text repeated from the main body of the Bible. To identify where this text comes from, the children can simply look at the Scripture citation or citations above the Scripture text. In many cases, this text for the Featured Story is a shortened version of a longer Scripture citation. The children can find the “full story” citation in their Bibles and will see two green leaves that indicate where the full story starts and stops (see pages 120–121).

## The Dark Passages of Scripture

In helping children read and understand the Bible, teachers must be aware that some Bible stories are not child-friendly. The accounts of incest, rape, genocide, and holy war in the sacred pages of Scripture can come as a surprise for many beginning Bible readers. In his apostolic exhortation "The Word of the Lord" ("*Verbum Domini*," November 2010), Pope Benedict XVI called these stories the "dark" passages of the Bible. Here is what the Holy Father said regarding these passages:

In discussing the relationship between the Old and the New Testaments, the Synod also considered those passages in the Bible which, due to the violence and immorality they occasionally contain, prove obscure and difficult. Here it must be remembered first and foremost that *biblical revelation is deeply rooted in history*. God's plan is manifested *progressively* and it is accomplished slowly, in *successive stages* and despite human resistance. God chose a people and patiently worked to guide and educate them. Revelation is suited to the cultural and moral level of distant times and thus describes facts and customs, such as cheating and trickery, and acts of violence and massacre, without explicitly denouncing the immorality of such things. This can be explained by the historical context, yet it can cause the modern reader to be taken aback, especially if he or she fails to take account of the many "dark" deeds carried out down the centuries, and also in our own day. In the Old Testament, the preaching of the prophets vigorously challenged every kind of injustice and violence, whether collective or individual, and thus became God's way of training his people in preparation for the Gospel. So it would be a mistake to neglect those passages of Scripture that strike us as problematic. Rather, we should be aware that the correct interpretation of these passages requires a degree of expertise, acquired through a training that interprets the texts in their historical-literary context and within the Christian perspective which has as its ultimate hermeneutical key "the Gospel and the new commandment of Jesus Christ brought about in the paschal mystery."<sup>1</sup> I encourage scholars and pastors to help all the faithful to approach these passages through an interpretation which enables their meaning to emerge in the light of the mystery of Christ. (42)

In this teaching, Pope Benedict emphasized the following points:

- The Bible does not shy away from telling about the worst things that humans do to one another—these are the very things that Jesus Christ came to save us from. Unfortunately, these evil acts continue even into our time.
- The biblical author does not always explicitly say that a particular action is immoral; at the time he was writing, these actions might not have yet been seen as immoral (such as the killing of whole groups of people) or the biblical author may have presumed the reader knew that these were immoral actions (such as Lot’s daughters having sexual relations with their drunken father). Because God’s Revelation is “manifested *progressively*” and “is accomplished slowly, in *successive stages*,” the preaching of the prophets and, ultimately, the teaching of Jesus Christ help us see the true moral meaning of these actions.
- Properly understanding these passages requires the help of people trained in biblical interpretation, such as pastors and biblical scholars.

So what does this mean for you as a teacher of children when it comes to these dark passages of Scripture? The best advice is to avoid these passages completely, because they can be too disturbing and confusing for young and innocent minds. *The Catholic Children’s Bible* does not use any of these stories as Featured Stories, so you do not have to worry about coming across any dark stories when you use these special two-page spreads.



# Discover!

Finding Faith in Life

## Unit 1

### New Life in the Spirit

#### Chapter 1

We Come to Jesus . . . . . 42

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We Celebrate Our Baptism . . . . . 52

#### Chapter 3

The Eucharist Helps Us Live . . . . . 60

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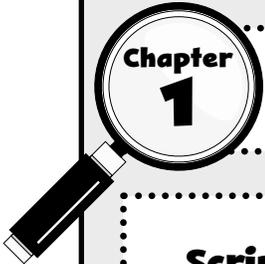
The Holy Spirit Helps Us Pray . . . . . 76



**Chapter  
1**

**We  
Come  
to  
Jesus**




 Chapter  
1

# Lesson at a Glance

## Chapter 1

## Scripture Focus

John 3:1–20

## Lesson Goals

- to explain that Christians follow Jesus, who is the light of the world
- to state that we are born again of water and the Spirit in Baptism and Confirmation
- to identify the three Sacraments of Christian Initiation

## Catechism Pillar

Believe

## Catechism References

1212–1284

## Key Words

initiation, Sacraments of Christian Initiation, grace

## Music Suggestions

- “Start a Fire,” by Ike Ndolo (Saint Mary’s Press)
- “Light of the World (Live),” by Hillsong Kids (Hillsong Church T/A Hillsong)

## Materials Needed

- *The Catholic Children’s Bible* and the chapter 1 activity booklet
- a board or poster to write on
- a copy of the handout “Living the Mission: Faith in Action” (TX006200) with the individual missions cut apart
- a container to hold all of the separated mission strips
- a small cross or other object hidden in the learning space
- materials for any of the additional activities you choose

## Background Reflection

The Scripture passage for this lesson gives us important insights into God, people in general, and Jesus’ mission on Earth. Jesus tells us of God’s unconditional love for us. Jesus explains that God is not interested in condemning or judging the world, but in loving and saving it.

The Church teaches that we meet this loving Jesus in the sacraments. Baptism, Confirmation, and the Eucharist—the Sacraments of Christian Initiation—mark us as God’s very own and give us the strength to live our lives as sons and daughters of God.

As you prepare for this session, reexamine the beauty and the grace given in each of these sacraments. Remember the special gift of the sacraments, and share your gratitude and sentiments with the group. The mystery of our loving God is a treasure for all of us.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 1 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet to the group. Invite all the young people to say "Amen," and then close with the Sign of the Cross.

### Engage Activity

- Ask the young people to think about the differences between darkness and light, and invite them to share their thoughts.
- Encourage them to describe some actions people do in the light, in clear view of others. Ask them to share what they would describe as words or actions of the light.
- Discuss how life would be different if there were no secrets and everyone's thoughts and actions were visible for everyone else to see.



## Dive In! (15 minutes)

### Scripture Focus

- Ask the young people to find John 3:1–20 in *The Catholic Children's Bible* (pages 1651 and 1656).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Explain to them that when Jesus was talking about being born again of water and the spirit, he was talking about a spiritual rebirth. Tell them that Jesus was talking about Baptism. Explain to the group that, through Baptism, our sins are forgiven and we are marked, forever, as God's holy people. Include that we also receive the Holy Spirit at Baptism.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. A person must be born of water and the Spirit. 2. God loves the world so much that he sent Jesus to save the world. 3. Their deeds are evil. 4. Those who do what is true come to the light.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

**Understand It!**

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to summarize what they just heard.
- Ask the following questions to encourage understanding:
  - This Scripture passage says, “The light has come into the world.” What do you think this means? (*Jesus is often called the Light of the World. He lights the way for us to come to him and choose to do good.*)
  - Why is it important to follow Jesus, the Light of the World? (*Christians are called to follow Jesus and live in the light of his love for us. He shows us how to be holy and how to share God’s love with one another.*)
  - What are some responsibilities that come with living in the light? (*Living in the light requires that our thoughts, actions, and attitudes are honest and moral.*)
  - How does living in the light require courage? (*Sometimes it is easier to tell white lies than to be honest about a situation. Sometimes it is also easier to “go along with the crowd” even though it is not the right thing to do.*)
- Point out that the Sacraments of Christian Initiation mentioned in the Understand It! will be discussed later in the session.

**Live It!**

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to jot down the initials of their three people in the margins of the Live It!
- Ask the young people to close their eyes, picture these people, and say a silent prayer for them.

**Tell It!**

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the young people for the points they remember. Help them fill in any key points they leave out.



## Discover! (25 minutes)

### Chapter 1

### Core Learning Activity

#### Red Light! Green Light!

- Establish a starting line, and instruct the young people to stand side by side behind the line. Tell them they will be playing the game Red Light! Green Light!
- Choose someone to be the leader, and ask the leader to stand on the opposite side of the room. Explain that the first one to touch the leader will win the round.
- Instruct the leader to use the commands “Green light!” and “Red light!” to indicate to the other young people whether they can walk or whether they must freeze in place.
- Tell the leader to turn his or her back to the group when he or she says, “Green light!” Explain that at this point, the young people can then begin walking slowly toward the leader.
- Explain that whenever the leader chooses, he or she can say, “Red light!” He or she will then turn around quickly, and everyone in the group must freeze in place. If the leader sees anyone moving in any way, that person must go back to the starting line. After pausing for a moment to see if anyone moves, the leader will then turn, face the wall, and once more say, “Green light!”
- Tell the leader to continue alternating between “red light” and “green light” until someone touches the leader. This person will become the leader for the next round.
- Continue playing the game as time allows.

#### Process the Activity

- Invite volunteers to share why it was difficult to stay very still when the leader was looking. Make the comparison to how difficult it is sometimes for people to hide something that they don’t want others to see. Point out that people often get caught when they do something wrong or tell a lie because they forget and make a small mistake that gives the secret or lie away.
- Ask the group how they felt when the leader said “Green light!” and they were allowed to move forward. Highlight that it likely felt good and was freeing because they had permission and didn’t have to “freeze” or hide any actions.
- Explore with the young people how this game could have some similarities to what Jesus said using images of darkness and light.
- Explain that “Red light,” when they tried to hide any action, is like people doing evil deeds: They want what they have done to stay hidden, in the darkness. Explain that “Green light” is people doing what is true or right: They feel freer and aren’t afraid that other people will see their actions.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 50–51 in its place.

### Core Teaching

- Invite the young people to reread John 3:3–5 in *The Catholic Children’s Bible* (page 1656). Ask them to share what Jesus said about how we enter the Kingdom of God. (*We are born again; born of water and the Spirit.*)
- Ask the group to share what they think the word **initiation** means. (*What is needed to join a group, such as a series of steps the new person must take to show their commitment to the beliefs, values, or goals of the group.*)
- Explain that the Church has three **Sacraments of Christian Initiation**, which make us full members of the Catholic Church—Baptism, Confirmation, and the Eucharist.
- Remind the group that the sacraments celebrate and actually give us the love and **grace** of God through physical signs and symbols. Recall that grace is God’s free and undeserved gift to us. Explain that the sacraments bring us closer to Christ and help us answer his call to be his followers.
- Explain that Baptism is the first sacrament we receive. Continue with the following points:
  - Baptism brings us into the Church, into the community of believers.
  - In Baptism, we are born of water and the Spirit as is mentioned in today’s Scripture passage.
  - Choosing to be a Christian (or having our parents choose this for us) means starting a new life. That’s why we say we are “born” in Baptism.
  - The holy water that is used in Baptism cleanses our souls from sin and the life of the Holy Spirit enters us.
- Discuss Confirmation, the second Sacrament of Christian Initiation, using some of the following points:
  - Confirmation deepens our relationship with the Church and with Jesus.
  - Confirmation allows the people being confirmed to agree to live the faith and to follow the mission of Christ.
  - The life of the Holy Spirit in us is strengthened in Confirmation and helps us to live the mission of Christ and the Church.
  - During Confirmation those being confirmed renew the promises made at their Baptism.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.

- Ask the young people to list everything they know about the Eucharist. Write their responses on the board, correcting inaccuracies as needed. Continue with the following points:
  - The third and final Sacrament of Christian Initiation in the Church is the Eucharist.
  - In this sacrament, we give God thanks and praise for all that he has given us.
  - The Eucharist is a memorial of the life, death, and Resurrection of Jesus.
  - Christ is present in the Eucharist in that we actually receive Jesus' Body and Blood under the appearances of bread and wine.
- Invite the young people to turn to page 3 of the activity booklet, and tell them they have 90 seconds to complete the activity at the top of the page. Announce the time at 60, 30, and 10 seconds remaining.
- Encourage volunteers to share what they wrote, and provide affirmation and correction as needed. Tell the group that they will look at all the sacraments in further depth in future lessons.
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Mother Teresa of Kolkata (Calcutta), and encourage the young people to say, "Saint Mother Teresa, pray for us," during the next week.



### ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- "Christ Works in the Liturgy," page 22 (first paragraph only)
- "The Sacraments," page 28

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions.

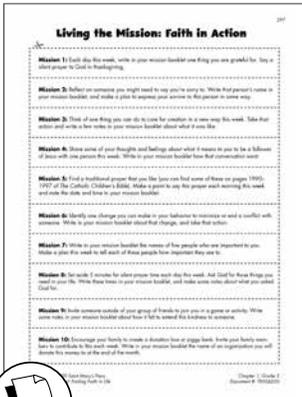


**Go! (10 minutes)**

**Note:** The handout can be found on pages 297–298 or accessed online at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

**Lesson Wrap-Up**

- Ask the group to think of all they learned in this lesson.
- Invite a few volunteers to share responses. Affirm all correct statements, and revisit those statements that may need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - Christians follow Jesus, who is the light of the world.
  - We are born again of water and the Spirit in Baptism and Confirmation.
  - Baptism, Confirmation, and the Eucharist are the three Sacraments of Christian Initiation.
- Tell the young people that you have hidden a small cross or other object somewhere in the room. Explain that when you say “Go,” they should search the room for the object. Tell them in advance where they may and may not look to avoid disturbing the space.
- Congratulate the young person who has located the object. Invite her or him to come to the front of the room and select a mission from the container you have prepared with the mission strips (from the handout “Living the Mission: Faith in Action” [TX006200]).
- Explain to the young people that each week they will randomly select a new mission that the whole group will be challenged to complete. Tell them that this is an opportunity for them to put their faith into action and then reflect on that experience.
- Invite them to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



TX006200



**Closing Prayer**

- Remind the young people that Christians are called to follow Jesus, the light of the world, and to live in his light. Ask them to close their eyes and quietly reflect on the following questions (allow a short period of silence after each question). Say:
  - Think back through your day. Which of your thoughts, attitudes, or actions reflected living in the light?
  - Again, think back through this day. Which of your thoughts, attitudes, or actions reflected darkness?
- Invite the young people to say a silent prayer asking for wisdom and courage to live in the light.
- After a few seconds, invite the young people to say “Amen” together and to end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture references to each team:
  - Numbers 21:8–9 (Moses lifting up a snake)
  - Matthew 5:14–16 (Light)
  - John 19:38–40 (Nicodemus)
  - Acts of the Apostles 2:38 (Baptism)
  - Ephesians 5:8–9 (Darkness/light)
  - 1 John 4:9 (God's love)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how this Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share his or her sentences with the larger group.

### Materials Needed

- blank paper

### What's Your Story? (15 minutes)

- Explain that since most of the young people were baptized as infants, they would not remember it happening.
- Invite them to imagine their Baptism using the following questions, which you can write on the board:
  - What season was it? What was the weather like?
  - Who are your godparents? Who else was with your parents that day?
  - What did the church look like? Did a priest or a deacon baptize you?
- Write the symbols of Baptism on the board (white garment, candle, water, oil).
- Distribute blank paper, and ask the young people to write the story of their Baptism as they imagine it. Invite them to answer some of the questions and to include the symbols written on the board.
- Encourage them to share their story with their parents and talk about the day they were baptized.

**Materials Needed**

- a computer with internet access
- a computer projector

**Jesus and Nicodemus (15 minutes)**

- Show the video “Jesus and Nicodemus” (YouTube, 3:50) to the group. This is a visual retelling of John 3:1–20.
- Invite volunteers to share what they understood and what was confusing about the video.
- Ensure that the group makes the following points:
  - The rebirth in the water and the Spirit Jesus was talking about is Baptism.
  - God sent Jesus to the world out of great love. He didn’t send Jesus to judge us but to show us the way to happiness with God forever.
  - The light that has come into the world is a reference to Jesus, whom we call the Light of the World. By following Jesus, we are called to live in the light.
- Invite the young people to discuss what living in the light means in everyday life.

Chapter

**2**

# We Celebrate Our Baptism




**Chapter  
2**

## Lesson at a Glance

### Scripture Focus

Exodus, Chapter 14

### Lesson Goals

- to review that in Baptism we promise to live as faithful Christians
- to identify some of the key ritual actions of the Sacrament of Baptism
- to describe the effects of the Sacrament of Baptism

### Catechism Pillar

Celebrate

### Catechism References

1213–1284

### Key Words

Israelites, baptismal promises, Easter Vigil, Original Sin

### Music Suggestions

- “You Are Mine,” by David Haas (Oregon Catholic Press)
- “Healing Water,” by Trevor Thomson (Spirit & Song)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 2 activity booklet
- masking tape
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

In this Scripture passage, the Israelites experience a range of emotions: joy as they are freed from slavery, terror as they are chased by the Egyptian army, helplessness as they cry out to the Lord, hopelessness as they are trapped at the edge of the sea, astonishment as the sea parts, trepidation as they walk through the walls of the water, and awe and renewed faith in the Lord as the Egyptian army is defeated. Events in our lives, although often not quite as dramatic, can inspire the same emotions. Many times we feel we are trapped at the edge of a sea with an “approaching army” behind us. This story can remind us that God is faithful to us no matter what challenges we face.

The Israelites were called out of their slavery by God. Although they faced trials, challenges, and temptations, their choice to follow God was better than a life in slavery. In a similar manner, God calls us through our Baptism to a holier life, to a better existence. We are bound by sin at birth, and through the waters of Baptism we become a child of God. In Baptism, we are also given the grace to live as faithful Christians. God knows us, loves us, empowers us, and will be faithful to us.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 2 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet to the group. Invite the young people to say "Amen," and then close with the Sign of the Cross.

### Engage Activity

- Explain to the group that today's session is about water.
- Ask the young people to find a space in the margin of their activity book, and announce they will have 20 seconds to write down all the ways that they used water today.
- Begin timing when everyone is ready. After 20 seconds have passed, invite a few volunteers to share their answers.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find Exodus, chapter 14, in *The Catholic Children's Bible* (pages 120–121). Explain that this story is about the **Israelites'** exciting escape from slavery. Remind the group that the Israelites were descended from Abraham, Isaac, and Jacob, and they were God's chosen people.
- Invite the young people to follow along as you read the Scripture passage aloud.
- Ask them to turn to the time line on page 1984 and find the event in this Scripture passage (*God Frees the Israelites from Slavery*).
- Ask them to turn back to Exodus, chapter 14, and read it again silently.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. the Egyptian army, 2. They had been slaves. 3. Don't be afraid. 4. The Lord drove the sea back with an east wind. 5. They stood in awe of the Lord; they had faith in the Lord and in Moses.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.

- Review some of the key points with them:
  - No matter what situation we are in, God is with us.
  - This Scripture is a reminder of our Baptism. As the Israelites were saved from slavery by walking through the waters of the Red Sea, we are saved from the slavery of sin in the waters of Baptism.
  - Baptism leads us to a new way of life.
- Remind the group that as baptized children of God, we are called to live as faithful Christians. Tell them that this means we should love God, love ourselves, love others, and love creation.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Remind the young people that we have power through our faith in God and that God's power is evident in difficult times.

### Tell It!

- Invite one or more volunteers to retell this Scripture story in their own words. Because this is a long passage, consider inviting one volunteer to tell the first part of the story. Choose another volunteer to pick up where the first leaves off, continuing with new volunteers until the story is finished.
- Affirm the young people for the points they remember. Help them fill in any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Freeze Tag

- Announce that the group will play a variation of the game Freeze Tag. Explain that in this game of tag, only walking is allowed. Create a safe space in the classroom or outside of the classroom that is free of obstacles. Set the boundaries of the game, and inform the young people that they must stay within the boundaries.
- Explain that someone will be chosen as the tagger, and the rest of the group will be walkers. Tell the group that if the tagger touches a walker, that walker becomes frozen and is unable to move. However, the frozen walker can call to other walkers for help.
- Tell the young people that any walker who is not frozen can touch a frozen walker and set him or her free.
- Explain that the game will be played in 60-second rounds, and walkers who are still frozen at the end of a round must sit out during the next round.
- Continue the game until there is only one runner left.
- Choose a new tagger, and play a couple more rounds so the first tagger can experience being frozen and setting other walkers free.

### Process the Activity

- Invite the young people to share what it felt like to be frozen. Encourage them to make connections to how the Israelites felt when the Egyptian army was closing in on them. (*They felt trapped and in trouble.*)
- Remind the group that during the game they yelled for someone else in the game to tag them and set them free. Have the young people recall that this was like the Israelites who cried out to God for help.
- Ask the group to share how they felt when another runner tagged them so they could run again. Invite them to draw the connection between how the Israelites might have felt when the water opened and they were able to walk through the sea.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 59 in its place.

### Core Teaching

- Review that this story can remind us of our Baptism using the following points:
  - The water in the Red Sea reminds us of the water of our Baptism.
  - The Israelites were freed from slavery in this story and we are freed from sin in Baptism.
  - The Israelites walking through the water into a new way of life remind us that through our Baptism we become a child of God and are called to a new way of life.
- Invite the young people to share their experiences if they have ever witnessed a Baptism, or find an online video of a Baptism the group can watch.
- Help the group understand some of the key ritual actions of the Sacrament of Baptism, including the following:
  - Sign of the Cross: The Sign of the Cross is made on the forehead of a child by the priest and the child's godparents.
  - Making the **baptismal promises**: These are questions and answers about faith. An older child or adult makes these promises for himself or herself, but when a baby is baptized, the baby's parents and godparents make the baptismal promises on behalf of him or her.
  - Anointing with oil: The priest uses holy oils to make the Sign of the Cross on the child to show that the child is sealed with the Holy Spirit.
  - Baptism with water: Water is poured over the head of the person being baptized (sometimes they are in water), while the priest or deacon proclaims, "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit" (*Rite of Baptism for Children*).

- Tell the young people that the whole Church renews the baptismal promises every year at the **Easter Vigil** and at every Mass on Easter Sunday. Explain that the Easter Vigil is the liturgy that is celebrated on the Saturday evening before Easter. Note that the Easter Vigil is where those who have been preparing to be received into the Church usually receive the Sacraments of Christian Initiation. Tell the group that today's Scripture, the story of the Israelites crossing the Red Sea, is always one of the readings at the Easter Vigil.
- Explain to the young people the different effects of the Sacrament of Baptism, using the following points:
  - Baptism washes away all sin, both **Original Sin** as well as personal sin. Original Sin was passed on to each of us from Adam and Eve because of their disobedience to God.
  - In Baptism, we become children of God. We become sharers of divine life and temples of the Holy Spirit.
  - Baptism makes us members of the Church.
  - Baptism connects us to all others who have been baptized through water and in the name of the Father, Son, and Holy Spirit.
  - Baptism marks us as belonging to Christ. No matter what we do, nothing can erase this mark.
- Ask the group to turn to the baptismal promises on page 3 of the activity booklet.
- Invite them to read the six questions silently and slowly and to think about each question.
- Encourage the young people to ask for explanations if there are any words or ideas in the baptismal promises they are not familiar with.
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Patrick, and encourage the young people to say, "Saint Patrick, pray for us," during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## ***We Know and Live Our Faith***

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- "The Sacrament of Baptism," page 28

Read the selection aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Invite a few volunteers to share one point from the lesson. Affirm all correct statements, and revisit those statements that may need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - In Baptism, we promise to live as faithful Christians.
  - The Sacrament of Baptism includes several key ritual actions.
  - The Sacrament of Baptism has multiple effects.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Begin prayer by leading the young people in the Sign of the Cross and saying, "Let us remember we are in the holy presence of God," followed by a few seconds of silence.
- Read the following prayer to the group:
  - Father, thank you for the gift of Baptism and for calling each of us to be your child. Thank you for being with us in difficult times and good times. Help us to love you and serve you better and better each day. In your name we pray.
- Invite all to say "Amen," and then close with a final Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Divide the group into teams of two or three, and assign one of the following Scripture references to each team:
  - Exodus 3:4–12 (Moses's call from God)
  - Deuteronomy 7:18 (Do not be afraid)
  - Deuteronomy 34:5–8 (Moses's death)
  - Joshua 10:25 (Do not be afraid)
  - Matthew 17:1–4 (Transfiguration)
  - Hebrews 11:29 (Red Sea)
- Distribute blank paper, and ask each team to write two sentences. The first sentence should summarize the passage, and the second should explain how this Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share his or her sentences with the larger group.

### Materials Needed

- blank paper

### Stand on That Bank and Have Faith (15 minutes)

- Arrange the young people into teams of two or three, and give each team a sheet of blank paper.
- Invite the teams to think about the Red Sea story, and ask them to think of scenarios today where people feel trapped and afraid.
- Ask the teams to jot down a few ideas, and invite a spokesperson from each team to share their ideas with the larger group.
- Discuss in the large group, after each scenario is shared, how faith in God can help a person in that situation.

### Materials Needed

- a computer with internet access
- a computer projector
- *The Catholic Children's Bible*

### The Prince of Egypt (15 minutes)

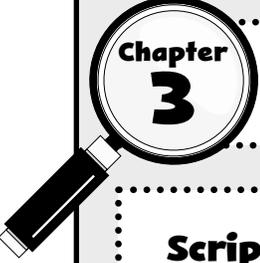
- Show the video "The Prince of Egypt 1998: Red Sea," by Schubert Aloysius (YouTube, 6:54).
- Ask the group to name their favorite thing about this movie clip. Invite volunteers to share any new insights the clip gave them into this lesson's Scripture passage.
- Discuss the aspects of this clip that are biblically accurate and aspects of the clip that are different from the biblical account. Encourage the young people to use their Bibles and, perhaps, show the video again. Explore the importance of knowing the biblical account of this event.

Chapter

3

# The Eucharist Helps Us Live




**Chapter  
3**

## Lesson at a Glance

### Scripture Focus

1 Corinthians 10:16–17

### Lesson Goals

- to define the Eucharist as the source and summit of the Christian life
- to indicate that in the Eucharist we share in the Body and Blood of Christ
- to state that the Eucharist gives us strength to live the Christian life

### Catechism Pillar

Live

### Catechism References

1322–1419

### Key Words

transubstantiation, Real Presence, Mystical Body

### Music Suggestions

- “The End and the Beginning,” by Matt Maher (The Orchard Enterprises)
- “A Rightful Place,” by Steve Angrisano (Spirit & Song)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 3 activity booklet
- a board or poster to write on
- a deck of playing cards
- a small prize for each young person, such as a small piece of candy or sticker
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

The Scripture passage for this session is small but mighty. We are reminded of a great truth and we are challenged to be better Christians in these two short verses from First Corinthians.

Saint Paul wrote this letter to address issues in the Church in Corinth. Corinth was a Greek port city, a diversified mix of races, cultures, and viewpoints. Paul admonished Corinthian Christians for focusing on the differences among them instead of what unites them.

These verses remind us of the importance and beauty of the Eucharist. The bread and wine become the Body and Blood of Christ, the Real Presence of Jesus. Sharing in the Eucharist gives us the grace to be more like Christ, more patient, kind, and truthful. The Eucharist also reminds us to recognize Christ in those who are poor. The Eucharist unites us as the Church and is “the source and summit of the Christian life” (*Catechism of the Catholic Church*).



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 3 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet to the group. Invite the young people to say “Amen,” and then close with the Sign of the Cross.

### Engage Activity

- Ask the group to name two popular rival sports teams in your area (at the high school, college, or professional level). Write the team names on the board along with the headings “Same” and “Different.”
- Encourage a brief discussion of what makes these teams different. Then lead a discussion on the traits they have in common.
- Conclude by saying that today’s Scripture will challenge us to see beyond surface-level characteristics and remind us to focus on that which unites all of us.



## Dive In! (15 minutes)

### Scripture Focus

- Share that Corinth was a port city and populated by people of many different races and cultures.
- Ask the young people to find 1 Corinthians 10:16–17 in *The Catholic Children’s Bible* (page 1804).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Ask them to read the Scripture again, silently. Then invite them to share what they think the message is in these two verses.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. the Blood of Christ, 2. the Body of Christ, 3. because we eat from the same loaf*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.

- Make the following additional points:
  - Jesus does not ask us to erase or ignore our differences or to focus on superficial similarities in order to get along with one another.
  - Instead, we are united in Jesus through the Eucharist *with* all of our differences (our races, opinions, cultures, etc.), not in spite of them.
  - Because the Eucharist is the sacrament of unity, we should come to Mass with the intention of being united in Christian love with other members of our Church family.
- Remind the young people that the Eucharist helps us to live a Christian life and to accept and understand others.

### Live It!

- Invite a volunteer to read the Live It! on page 1 of the activity booklet.
- Give the group a few seconds of silence to write down some things they have in common with a person outside of their circle of friends.
- Encourage the young people to consider how they might complete this challenge within the next week.

### Tell It!

- Invite one or more volunteers to summarize this Scripture in their own words.
- Affirm the young people for the points they remember. Help them fill in any key points they may have missed.



## Discover! (25 minutes)

### Core Learning Activity

#### Who Is with Me?

- Tell the group that they will be playing a game in which they will quickly form different groups.
- Gather all the young people in the center of the room, and give each person a card from a card deck. Tell them that they can look at the card they have been given.
- Explain that when you say “Go!” all of the even-numbered cards need to find each other. Tell them that as soon as they find another person with an even-numbered card, they should link arms. Explain that they will continue this until they have linked together in one, large group of even-numbered cards.
- Tell the group that the odd-numbered cards must do the same, and all of the face cards must do the same.
- Start the game by saying, “Go!” When the three groups are formed, ask in a humorous way, “Which group is the best? Which group should get the prize?” Allow brief arguments from each group.

- Bring everyone back to the middle of the room and announce that in the next round, the designated characteristic is a card suit: hearts, diamonds, spades, and clubs. Start again by saying “Go!” When the groups are formed, repeat the discussion about which group is best and should win a prize.
- Bring everyone back to the middle of the room and announce that in the next round, each person should find others with the exact card that he or she is holding. Say “Go!” and allow the confusion for a few seconds as no cards are exactly the same.
- Bring everyone back to the middle of the room and announce that in the final round, the groups will be determined by the design on the back of the playing card. Say “Go!” and watch as the young people form one, large group because all of the cards have the same design on the back.
- Announce that this is the best group and hand out a prize to everyone.

### Process the Activity

- Invite the group to discuss how this game was focused on perceived similarities and differences. Explain that people were included in certain groups because of focused-on similarities. Continue by pointing out that some people were excluded because of focused-on differences.
- Remind the group that as the rules changed in the game, different groups were formed and different people were either included or excluded from certain groups. Point out that this might mirror real life where we include some and exclude others based on similarities and differences.
- Encourage the young people to see that when we get into specific groups, we sometimes are tempted to compare ourselves to other groups and claim our group as the best.
- Remind the young people that we are all unique and have different gifts and talents (shown in the round where the goal was to find an exactly matching card), but we are all part of one group, the Church, because we share Christ’s Body and Blood (modeled when everyone formed one group at the end based on the design on the back of the cards).

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 67 in its place.

### Core Teaching

- Explain to the young people that the word *Eucharist* comes from a Greek word for *thanksgiving*. Tell them that in the Eucharist, we give thanks and praise for all that God has given us.
- Tell the group that we call the Eucharist the source and summit of the Christian life. Ask them to share what they think this means. Explain that this is a way of saying how important the Eucharist is for us: Everything in our Chris-

tian life comes from the Eucharist (source) and everything in our Christian life leads to the Eucharist (summit).

- Ask the young people to recall the part of the Mass where the priest prays that God will send the Holy Spirit to change the bread and wine into the Body and Blood of Christ. Remind them that this is the part where, as he prays, the priest holds his palms down over the bread and wine and then makes the Sign of the Cross over them.
- Explain to the young people that the change of bread and wine into the Body and Blood of Christ is called **transubstantiation**. Explain that this word means “a change of substance.” Share that transubstantiation takes place through the power of the Holy Spirit when the priest repeats Jesus’ words, “This is my Body. . . . This is . . . my Blood” (*Roman Missal*). The appearances (what bread and wine look like and taste like) remain the same, but the substance, or essence, has been changed.
- Tell the group that Christ is truly present in the Eucharist and that when we receive the Eucharist we are actually receiving Jesus’ Body and Blood. Explain that we call this the **Real Presence**.
- Point out that receiving both the Body and Blood of Christ (called the two species of the Eucharist) is encouraged when possible.
- Explain that there are several effects of receiving the Eucharist, including the following:
  - a powerful connection with Christ
  - forgiveness of our venial sins and strength to resist temptations
  - unity in the **Mystical Body**, which means that through the Eucharist, Christ unites everyone in the Church, including all those in Heaven, on Earth, and in Purgatory
  - a reminder of our responsibility to help those who are poor
- Make the point that through the effects of the Eucharist, we are strengthened to live the Christian life.
- Ask the young people some questions to check for comprehension, such as the following:
  - What does the word *Eucharist* mean? (*thanksgiving*)
  - What happens to the bread and wine at Mass? (*The bread and wine become the Body and Blood of Christ.*)
  - What are some of the effects of the Eucharist? (*We are connected with Christ; our sins are forgiven; we are connected with others in the Mystical Body of Christ; we are strengthened to live as Christians; we are challenged to help the poor.*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. After some time, invite volunteers to share their answers. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Brother Roger, and consider playing some Taizé music for the young people. Invite them to pray for unity and peace in memory of Brother Roger.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## ***We Know and Live Our Faith***

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- “The Sacrament of the Eucharist,” page 33

Read the selection aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Ask the group to think of all they learned in this session.
- Invite a few volunteers to share one point from the lesson. Affirm all correct statements, and revisit those statements that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Eucharist is the source and summit of Christian life.
  - In the Eucharist, we share in the Body and Blood of Christ.
  - The Eucharist gives us strength to live the Christian life.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week’s mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### **Closing Prayer**

- Explain that Saint Paul always begins his letters with a prayer or a blessing to the people. Tell the group that the blessing to the Corinthians will be used as your closing prayer. It can be found in 1 Corinthians 1:3 (page 1795).
- Begin the blessing by leading the young people in the Sign of the Cross and saying, “Let us remember we are in the holy presence of God,” followed by a few seconds of silence. Ask them to bow their heads and repeat after you:
  - May God our Father / and the Lord Jesus Christ / give you grace and peace.
- Invite all to say “Amen,” and then close with a final Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Divide the group into teams of two or three and assign one of the following Scripture references to each team:
  - Matthew 25:35–40 (Christian mission)
  - Mark 14:22–24 (Last Supper)
  - John 17:20–21 (United in Christ)
  - 1 Corinthians 12:12–13 (One body in Christ)
  - Ephesians 4:4–6 (One body)
  - James 2:14–17 (Christian mission)
- Distribute blank paper and ask each team to write two sentences. The first sentence should summarize the passage, and the second should explain how the Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- none

### Unity Knot (15 minutes)

- Invite all the young people to stand in the center of the room, facing inward.
- Have everyone reach their right hand toward the center of the circle and grab another person's hand (this cannot be the person right next to them).
- Continue by having everyone reach their left hand toward the center of the circle and grabbing another free hand (not the person right next to them).
- Encourage the group to work together, without letting go of their hands, to untie the knot. Tell them that they must communicate and work together to accomplish the goal.
- Invite the young people to talk about what made this game fun and challenging. Encourage them to make the connection to unity and the importance of working together as one.

### Materials Needed

- a computer with internet access
- a computer projector

### Eucharist 101 (15 minutes)

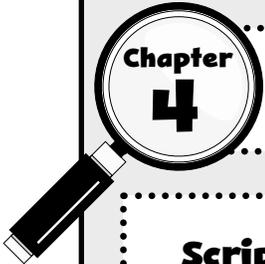
- Show the video "Sacraments 101: Eucharist (how we receive)" (YouTube, 4:45).
- Ask the young people to recall what Father Dwyer called the short exchange of words between the priest and the person receiving the Eucharist. (*dialogue of prayer*) Ask what the words in this dialogue are. (*"The Body/Blood of Christ." "Amen."*)
- Remind the young people that "Amen" is a way of saying, "truly," "yes," "indeed," or "I believe."
- Explain that we should say "yes" to God like we mean it—from the bottom of our hearts.
- Remind the group that the Eucharist is considered a central sacrament and is treated with special reverence.

Chapter

4

# We Protect the Environment




**Chapter  
4**

## Lesson at a Glance

### Scripture Focus

Genesis 1:1–2:4

### Lesson Goals

- to indicate that God created all things out of love
- to explain that we are given free will to choose to love God and creation
- to identify that creation is a gift from God that we are called to care for and respect

### Catechism Pillar

Live: Catholic Social Teaching

### Catholic Social Teaching Focus

Care for God's Creation

### Catechism References

290–301, 337–343, 2415–2418

### Key Word

free will

### Music Suggestions

- "God's Creation," by Deep Blue Kids (Dennis Scott Productions)
- "Mighty King," by Steve Angrisano (spiritandsong.com)

### Materials Needed

- *The Catholic Children's Bible* and the chapter 4 activity booklet
- teaspoons
- loosely crumpled paper wads
- masking tape
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

The Creation account in today's lesson is dramatic. The Spirit of God moves over the water, God commands light into being, and each day is filled with spectacular creations. God intentionally made each element of the world and is pleased with what he made. God made humans in his own image and put them in charge of all the Earth.

Care for God's creation is one of the principles of Catholic social teaching. The Catholic Church calls caring for the Earth and all of its creatures a requirement of our faith. The responsibility of taking care of the Earth's resources needs to be taken seriously and thoughtfully.

Each day we are faced with choices that can either help sustain our environment or abuse God's tremendous gift of creation. We are called to do our part and encourage others to use each and every resource with loving respect and careful consideration.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 4 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet to the group. Invite the young people to say "Amen," and then close with the Sign of the Cross.

### Engage Activity

- Invite the young people to gather in a circle and explain they will play a game naming things in God's creation to the rhythm of a beat.
- Tell them that as they clap their hands, each person will in turn name something that God created. Explain that if they repeat something that has already been said or if they cannot think of something, they will be out of the game. Point out that naming specific people is not allowed.
- Ask everyone to clap together to get a slow and steady beat. Choose someone to begin the game.
- Continue around the circle, eliminating those who miss the beat or repeat a creation. Play until there is one person left or enough time has passed.
- Explain to the young people that today they will read that God created everything and that God loves all creation.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find Genesis 1:1–2:4 in *The Catholic Children's Bible* (page 21).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. The Earth was formless and desolate. 2. The Spirit of God, 3. They will be like us and resemble us. 4. the fish, the birds, and all animals, domestic and wild, large and small, 5. God looked at everything he had made, and he was very pleased.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it. Invite the group to summarize what they heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - God has loved creation since its beginning.
  - God has placed human beings in charge of taking care of creation.
  - Care for God's Creation is one of the Catholic social teaching principles.
  - It is our mission as Catholics to love God and all that God created.
- Ask the group for some examples of how the environment can be abused by human beings.
- Remind the group that God loved creation from the very beginning. Emphasize how everyday choices can either hurt or help creation.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Brainstorm other ways a fifth grader can take care of the environment, protect living things, and cut down on waste.
- Write these ideas on the board, and invite the group to implement a couple of them this week.

### Tell It!

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm them for the points they remember. Help them with any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Carefully Move It

- Prepare by marking a starting line for each team on the floor with masking tape.
- Provide one teaspoon per young person and one crumpled wad of paper per team.
- Divide the group into teams and explain that they will be competing in a relay race.

- Explain that the goal of the race is for each participant on the team to carefully balance a paper wad on a spoon while walking to the other side of the room to touch the wall.
- Continue explaining that the participants must then walk back to the starting line while balancing the paper wad on the spoon and transfer the paper wad to the spoon of the next teammate in line.
- Explain that only the spoon can touch the paper wad; they cannot hold or move the paper wad in any way using their hands. If the paper wad falls from the spoon, they must scoop it up with the spoon, go back to the starting line, and begin again.
- Begin the activity when all understand.
- Congratulate the winning team and encourage all teams to finish the race as time allows.

### **Process the Activity**

- Invite the group to connect the activity with the Scripture reading by comparing their careful efforts to keep the paper on the spoon with the careful effort it takes to protect creation.
- Observe that the game required them to focus on the paper and spoon in front of them. Invite the young people to spend time each day focused on what they can do to protect the natural world around them.

### **Additional Activity Options**

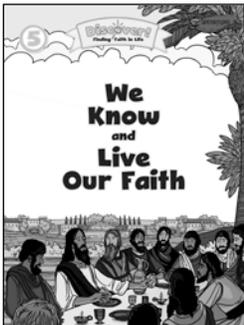
If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 75 in its place.

### **Core Teaching**

- Tell the young people that the Creation account teaches us that God created everything intentionally and out of love. Point out that the Creation account is not meant to explain scientific facts; it is meant to explain God's love for the world.
- Remind the group that we profess that God is the Creator in the Apostles' Creed and the Nicene Creed.
- Emphasize that Creation is a gift from God and that we are called to care for and respect all creation. Share that this means caring for the environment, all creatures, the Earth, and especially other people. Tell them that it means we must use all of the Earth's resources in a responsible way.

- Share with the group that human beings are connected to and dependent on the environment and the entire natural world, so how we treat the environment and all living things affects ourselves and other people today and the quality of life for future generations.
- Explain that God has given each of us **free will**. This means we can freely choose how to live our life and whether to love God and creation.
- Tell the group that we can use our free will to make choices each day, large and small, that can make a huge impact on the environment. Emphasize that each person makes a difference.
- Ask the young people some questions to check for comprehension, such as the following:
  - What does the Creation account teach us? (*God created everything out of love.*)
  - Why is it important to care for God's creation? (*It is our responsibility as Catholics; human beings are connected to the environment.*)
  - What are some choices we could make each day that would show our love for God's creation? (*Answers will vary.*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity on the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Francis of Assisi, and encourage the young people to say, "Saint Francis, pray for us," during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- "Who Created the Universe?" page 6
- "How Do We Know That God Exists?" page 6

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements, and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - God created all things out of love.
  - We are given free will to choose to love God and creation.
  - Creation is a gift from God, and we are called to care for and respect all creation.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Explain that many of the psalms are prayers of praise to God, and the closing prayer will be a responsorial psalm from Psalm 8.
- Begin prayer by leading the group in the Sign of the Cross and saying, "Let us remember that we are in the holy presence of God," followed by a few seconds of silence.
- Pray the prayer by reading each phrase and invite the young people to respond with "O Lord, our Lord, your greatness is seen in all the world!" (Psalm 8:1).
  - "When I look at the sky, which you have made, / at the moon and the stars, / which you set in their places . . . " (verse 3).
  - "What are human beings, that you think of them; / mere mortals, that you care for them? . . . " (verse 4).
  - "Yet you made them inferior only to yourself; / you crowned them with glory and honor . . . " (verse 5).
  - You appointed them rulers over everything you made; / you placed them over all creation . . . " (verse 6).
- Close with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Divide the group into teams of two or three and assign one of the following Scripture references to each team:
  - Psalm 100:3 (God made us)
  - Psalm 148:1–6 (Praise to the creator)
  - Sirach 17:1–3 (God gave humans authority)
  - Jeremiah 10:12–13 (The Lord made the Earth)
  - John 1:1–5 (In the beginning)
  - Colossians 1:16 (God created everything)
- Distribute blank paper, and ask each team to write two sentences. The first sentence should summarize the passage, and the second should explain how this Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- none

### Find God in Creation (15 minutes)

- Take a walk outside, and invite the young people to use their senses to get in touch with nature around them.
- Encourage them to spend some time in silence and write what they observe and hear on a piece of paper.
- Have them write a short prayer expressing gratitude to God for the gift of creation and asking for God's help in more intentionally caring for all of creation.

### Materials Needed

- a computer with internet access
- a computer projector

### The Lorax (15 minutes)

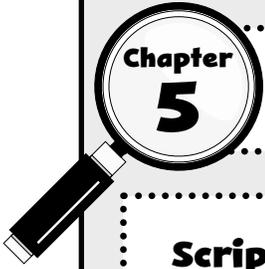
- Show the video "The Lorax (2012) the last tree falls + the last truffula seed," published by Exile64 (YouTube, 6:46).
- Discuss the clip and the effect on the sky, animals, and people after the last tree was chopped down.
- Arrange the group into teams of three or four, and invite the teams to discuss what they think happens next with the boy and the last truffula seed.
- Invite all teams to share their thoughts with the larger group.

Chapter

5

# The Holy Spirit Helps Us Pray




**Chapter  
5**

## Lesson at a Glance

### Scripture Focus

Romans 8:26–30

### Lesson Goals

- to identify that the Holy Spirit helps us to pray
- to state that when we pray, the Holy Spirit strengthens us to do God's will
- to recall that the Holy Spirit first came upon us at Baptism

### Catechism Pillar

Pray

### Catechism References

683–747

### Key Word

Advocate

### Music Suggestions

- "Holy Spirit," by Steven Joubert (Saint Mary's Press)
- "Sacred Silence," by Tom Booth (Spirit and Song)

### Materials Needed

- *The Catholic Children's Bible* and the chapter 5 activity booklet
- a small object to hide, such as a token or coin
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

The Holy Spirit is God's personal gift of love to each of us. Among many other things, the Holy Spirit helps us pray, and through our prayers we are strengthened to do God's will. In the Scripture passage for this chapter, we also learn that the Spirit prays *for* us. The Holy Spirit asks God for what we need; God, who sees our hearts, knows what the Spirit wants for us.

The Holy Spirit came to us at Baptism; the Holy Spirit is always with us. So how do we act on his tremendous power in our lives? We can envision the Holy Spirit as a living, moving Being. Taking the time to be silent, praying each day, and inviting the Holy Spirit into our hearts creates a welcoming environment for the Holy Spirit so he can begin to work in us. With him, we are given the strength and guidance to do God's work. We can then be confident because we are reminded in this Scripture that God works for good in all things.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 5 activity booklet.
- Explain that “Come, Holy Spirit” is a traditional Catholic prayer to the Holy Spirit.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet together as a group. Close with the Sign of the Cross.

### Engage Activity

- Ask the young people to think of three people who help them each day.
- Invite volunteers to share how one of these people helps them.
- Encourage the group to share how their life would be different without these people.
- Explain that today they will learn about how the Holy Spirit helps us to pray.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find Romans 8:26–30 in *The Catholic Children’s Bible* (page 1779).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Ask them to read the Scripture again, silently.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. The Spirit comes to help us. The Spirit pleads for us. 2. God works for good in all things. 3. God set them apart to be like his Son. 4. God shares his glory.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

**Understand It!**

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - As God's children, we have been given a special gift, the Holy Spirit.
  - The Holy Spirit helps us to pray.
  - The Holy Spirit helps us do God's work in the world.
  - By opening our hearts to the Holy Spirit, we can become more faithful to God.
- Remind the group that the Holy Spirit came to us in Baptism and is always with us.
- Explain that we must be willing to allow the Holy Spirit to work in us. Tell the group that when we open our hearts and pray to the Spirit, we can do mighty works for God.

**Live It!**

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the group to think of a specific time in their morning for prayer and ask the group for suggestions. Consider having them keep track each time they pray to the Holy Spirit in the morning and evening for the next week.

**Tell It!**

- Invite one or more volunteers to retell this Scripture passage in their own words.
- Affirm the youth for the points they remember. Help them fill in any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Warmer/Colder

- Arrange the young people into two teams, the searching team and the hiding team. Explain that in each round of the activity, a member of the searching team will leave the room. Tell them that person will be called the searcher.
- Tell the group that while the searcher is out of the room, members of the hiding team will hide an object (a small token or coin). Explain that once the object is hidden, you will call the searcher back into the room.
- Explain that the searcher's teammates (the searching team) will help him or her find the object by saying "warmer" when he or she moves closer to the object and "colder" when he or she moves farther away from the object.
- Encourage the searching team to use similar words such as *hot*, *burning hot*, *cool*, or *freezing* to indicate just how close or far the searcher is from the object, but remind them that they cannot tell the searcher anything about the location of the object (including directions such as "look up" or "to the right"). Explain that no one on the team can point to the location of the object; they can only use words.
- Direct the hiding team to observe the searching team quietly during the first round.
- Explain that the teams will switch places after the searcher finds the object. The searching team will now be the hiding team and the hiding team, will become the searching team. Have the teams alternate hiding and searching as time allows.

#### Process the Activity

- Invite the young people to share what it was like to follow clues as the searcher and to give clues as a teammate. Encourage them to make connections to their experiences of praying to God and listening for God's guidance.
- Ask the group how the game would have been different if the searching team had not been permitted to give clues. Invite them to make the connection to ways our lives would be different if we could not ask the Holy Spirit for help.
- Close by reminding the young people that we believe the Holy Spirit helps us pray and helps us to know God's will.

### Additional Activity Options

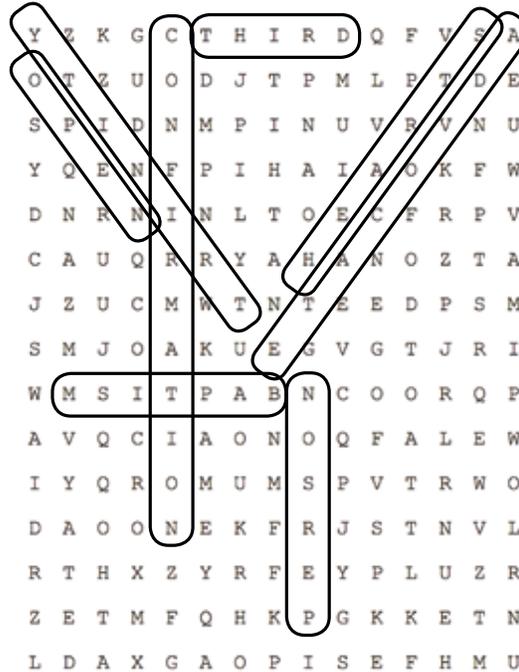
If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 84 in its place.

## Core Teaching

- Review these points from chapters 1–4:
  - The Holy Spirit came to us at Baptism when we were baptized in water and the Spirit.
  - In the Sacrament of Confirmation, the life of the Holy Spirit is strengthened in us and helps us live the mission of Christ and the Church.
  - At the time of Creation, the Holy Spirit hovered over the Earth.
- Explain to the young people that the Holy Spirit is the third Person in the Holy Trinity, who is Father, Son, and Holy Spirit. Share that the Holy Spirit can be described as the love between the Father and the Son—the Spirit is the love God shares with us, the love that gives us life in God when we are reborn in Baptism.
- Tell the group that the Holy Spirit is always with us, can help us pray, can give us courage to follow Jesus, and can show us opportunities to help others.
- Share that the Holy Spirit works in us and through us for good. Explain that we need to make sure our hearts and lives are a welcoming place for the Holy Spirit.
- Explain that all people have free will and can choose to be open to the Holy Spirit.
- Point out to the group that there are several names for the Holy Spirit. Tell them that Jesus called the Holy Spirit the **Advocate**, which means “helper.”
- Ask the young people some questions to check for comprehension, such as the following:
  - When did we first receive the Holy Spirit? (*Baptism*)
  - When is the Holy Spirit with us? (*always*)
  - In what ways does the Holy Spirit help us? (*The Holy Spirit can help us pray and shows us how to help others.*)
  - What is another name for the Holy Spirit? (*Advocate*)

- Arrange the young people into teams of two or three. Ask them to work in their teams to complete the word search on page 3 of the activity booklet.

*Solution:*



**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.

- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Kateri Tekakwitha, and encourage the young people to say, "Saint Kateri, pray for us," during the next week.



### ***We Know and Live Our Faith***

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- "What Is Prayer?" page 64

Read the selection aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Invite a few volunteers to share one point they remember from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Holy Spirit helps us pray.
  - When we pray, the Holy Spirit strengthens us to do God's will.
  - The Holy Spirit first came upon us in Baptism.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Lead the group in the Sign of the Cross and say, "Let us remember we are in the holy presence of God." Allow a few seconds of silence.
- Remind the young people that when we open our hearts, the Holy Spirit can work through us to share God's love with others.
- Ask them to close their eyes and say a silent prayer to the Holy Spirit, inviting him into their hearts.
- After a few seconds, invite the young people to respond with "Amen," and close with a final Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Divide the group into teams of two or three, and assign one of the following Scripture references to each team:
  - Luke 3:21–22 (Baptism of Jesus)
  - John 14:15–17 (Jesus promises the Holy Spirit)
  - Acts 2:1–4 (Pentecost)
  - 1 Corinthians 12:4–11 (Gifts of the Spirit)
  - Ephesians 1:13–14 (God gave us the Holy Spirit)
  - Philippians 1:6 (God's good work)
- Distribute blank paper, and ask each team to write two sentences. The first sentence should summarize the passage, and the second should explain how the Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- molding clay, a small amount for each young person

### Mold It, Make It (15 minutes)

- Explain some of the common symbols of the Holy Spirit, such as fire, wind, or a dove.
- Give each young person a small amount of molding clay.
- Ask the young people to create their own representation of the Holy Spirit based on something they have learned about ways the Holy Spirit helps us.
- Invite the young people, when everyone is finished, to share their clay representations with the group.
- Encourage the young people to explain how their image demonstrates the ways the Holy Spirit helps us.

### Materials Needed

- a computer with internet access
- a computer projector

### Holy Spirit (15 minutes)

- Show the video "Holy Spirit," by The Bible Project (YouTube, 4:11).
- Invite the young people to share their favorite thing about the video and any new insights it gave them into the Holy Spirit's work.
- Ask the group to give one example of the Holy Spirit's activity in the Old Testament and one example of the Spirit's activity in the New Testament.
- Remind the group that today the Holy Spirit points people to Jesus and transforms and empowers our hearts to share his love.

# Discover!

Finding Faith in Life

## Unit 2

### Sealed by the Spirit

#### Chapter 6

The Spirit Fills Us . . . . . 86

#### Chapter 7

The Spirit Anoints Us . . . . . 94

#### Chapter 8

The Spirit Changes Us . . . . . 102

#### Chapter 9

The Spirit Makes Us Children of God . . 110

#### Chapter 10

The Spirit Gives Us Gifts . . . . . 118

Chapter

6

# The Spirit Fills Us



## Chapter

## 6

## Lesson at a Glance

**Scripture Focus**

Acts of the Apostles 1:4–5, 8

**Lesson Goals**

- to explain that the Holy Spirit is a gift of God's love to us
- to identify that the Holy Spirit strengthens us in Confirmation
- to recall that Confirmation is one of the Sacraments of Christian Initiation into the Church

**Catechism Pillar**

Believe

**Catechism References**

683–747, 1832

**Key Words**

fruits of the Spirit, martyr

**Music Suggestions**

- "Send Out Your Spirit," by Jesse Manibusan (Spirit and Song)
- "Go Out in the World," by Ed Bolduc (World Library Publications)

**Materials Needed**

- *The Catholic Children's Bible* and the chapter 6 activity booklet
- large baskets (one for each team in a relay race)
- identical sets of balls in various shapes and sizes
- masking tape
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

**Background Reflection**

"But when the Holy Spirit comes upon you, you will be filled with power" (Acts 1:8). These were some of Jesus' last words before his Ascension. In these words, Jesus promises a gift, the Holy Spirit. This was not the first time Jesus spoke of the Holy Spirit. In the Gospels, Jesus promised to send a helper, an Advocate, to remind us of God's tremendous love for us and to teach us about God.

In this Scripture passage, we are told again that the gift of the Holy Spirit is a gift of power. When we are open to this incredible power, we become better people. We allow the Gifts and fruits of the Holy Spirit to flourish in our lives. We are a witness to God and God's love by our words, actions, and attitudes.

This chapter continues an exploration of the Holy Spirit and the power he gives to us. As you prepare for this session, think of times in your life when you feel you have been led by the Holy Spirit. Invite the Holy Spirit to help you share with the young people your personal experiences of the Spirit's work in your life.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 6 activity booklet.
- Begin prayer with the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Lead the group in praying the prayer together, and close with another Sign of the Cross.

### Engage Activity

- Invite the group to think back to the last occasion when they received a gift. Ask them to think about the gift and how they used it.
- Allow about a minute for the young people to think of an example, and then invite them to think about the last occasion when they gave a gift. Ask them to think about the gift and how the recipient used it.
- Encourage volunteers to share their stories with the larger group.
- Explain to the group that this chapter will help them continue to explore an important gift from God, the gift of the Holy Spirit.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find Acts 1:4–5, 8 in *The Catholic Children's Bible* (page 1709).
- Ask a volunteer to read the passage aloud. Then ask the young people several questions to check for comprehension.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. Do not leave Jerusalem and wait for the gift I told you about. 2. Jesus' Father (God the Father), 3. the Holy Spirit, 4. power, 5. be witnesses for Jesus*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to summarize what they just heard, asking them key questions about the reading to check for comprehension.

- Review some of the key points with them:
  - Jesus promises us the gift of the Holy Spirit.
  - When we are open to the Spirit, we become better people.
  - We can share God’s love through our words, actions, and attitudes.
- Invite the group to brainstorm ways young people their age can be witnesses of God’s love. Write their ideas on the board.
- Remind the group that the Holy Spirit can give us the courage and power to share God’s love with everyone. Share with the group a specific experience of the Holy Spirit working in your life to help you share God’s love with someone.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to write the initials of those who have been a witness to them in the margins of the activity booklet.
- Encourage the young people to think of ways to imitate this person’s witness of God’s love throughout the week.

### Tell It!

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the youth for the points they remember. Help them with any key points that they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Ball Relay

- Prepare by collecting sets of various balls (basketballs, footballs, soccer balls, baseballs, etc.). Put together one set of various balls for each relay team. Make sure each set has enough balls so that they are difficult to carry all at once.
- Use masking tape to mark the starting line and the turning line.
- Divide the group into teams and explain they will be competing in a relay race. Show everyone the starting line and the turning line.
- Give each team one set of balls. Explain that the first person on each team must gather all the balls in their arms, carry them to the turning line, touch that line with their foot, carry them back, and hand them to the next person in line. If a team member drops any of the balls, they must stop and pick them up before continuing the race.

- Explain that the first team to have all its members carry the balls to the turning line and back is the winner.
- Make sure that everyone understands the rules, and then begin the relay. Congratulate the winning team.
- Announce that the teams will run the relay again, and this time you will give each team a gift to make the relay easier.
- Give a basket to each team and explain that in this relay, if they would like, they can choose to carry all the balls in the basket.
- Run the relay again and congratulate the winning team.

### Process the Activity

- Invite the group to talk about the relay and how using the basket affected the run. Encourage them to make connections between the relay (with and without the basket) and trying to live a good life (with and without the Holy Spirit).
- Remind the young people that in this Scripture passage, Jesus tells us that the Holy Spirit will fill us with power, which will help us witness to the ends of the Earth.

### Additional Activity Options

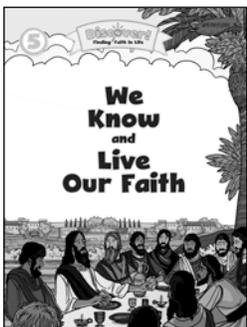
If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 93 in its place.

### Core Teaching

- Explain to the young people that God loves us each personally and gives us the gift of the Holy Spirit. Remind them that Jesus promised this gift so that we could be his witnesses. Tell the group that the Holy Spirit empowers us to live the mission of Christ and the Church.
- Share that the Holy Spirit forms in us the **fruits of the Spirit**, which are qualities that help us to become better people, more like Jesus. Explain that a “fruit” is the effect you gain from a particular activity. Give an example: The fruit of studying for a test is that you know the information and answer questions correctly.
- Tell the young people that we gain the fruits of the Spirit by being close to the Holy Spirit and letting him work in us.

- Point out that Saint Paul names these fruits of the Spirit in his Letter to the Galatians: love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control.
- Explain that Church Tradition adds the fruits of generosity, modesty, and chastity.
- Share with the group that we see these fruits of the Spirit in great people of the faith, such as saints and martyrs. Explain that a **martyr** is someone who dies for his or her faith; this word comes from the Greek word for *witness*.
- Tell the group that the Holy Spirit was given to us in Baptism, and his presence in us is strengthened with the Sacrament of Confirmation. Remind them that Confirmation is one of the Sacraments of Christian Initiation discussed in chapter 1. Recall that along with Baptism and the Eucharist, Confirmation makes us full members of Christ’s Body, the Church.
- Ask the young people some questions to check for comprehension, such as the following:
  - Why did God give us the gift of the Holy Spirit? (*because God loves us; to empower us to be witnesses of Jesus*)
  - What is a Fruit of the Spirit? (*a quality that the Holy Spirit gives us and forms in us to help us be better people*)
  - What happens during Confirmation? (*The Holy Spirit is strengthened in us.*)
- Ask the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Invite volunteers to share their answers.
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Pope Emeritus Benedict XVI, and encourage the young people to pray for Pope Emeritus Benedict XVI during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



### ***We Know and Live Our Faith***

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- “The Sacrament of Confirmation,” page 30

Read aloud, or invite a volunteer to read, the selection as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Invite a few volunteers to share a point from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Holy Spirit is a gift of God's love to us.
  - The Holy Spirit is strengthened in us at Confirmation.
  - Confirmation is one of the Sacraments of Initiation into the Church.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Remind the young people of the fruits of the Spirit, and ask them to choose one of these qualities.
- Begin prayer by leading the young people in the Sign of the Cross and saying, "Let us remember we are in the holy presence of God."
- Invite the young people to say a silent prayer asking the Holy Spirit to increase this chosen quality in them this week.
- Allow about a minute of silence and then say, "Amen," and end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture references to each team:
  - John 14:16–17 (Promise of the Advocate)
  - 1 Corinthians 2:12 (Received the Spirit)
  - Galatians 5:22–23 (Fruits of the Spirit)
  - Ephesians 1:13 (Received the Holy Spirit)
  - Colossians 3:12 (Loved by God, Fruits of the Spirit)
  - Jude, verse 20 (Pray to the Holy Spirit)
- Distribute blank paper, and ask each team to write two sentences. The first sentence should summarize the passage, and the second should explain how this Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share his or her sentences with the larger group.

### Materials Needed

- none

### Drama Drama (15 minutes)

- Arrange the young people into equal teams, and assign each team a fruit of the Spirit.
- Ask each team to create two 30-second skits. Explain that the first skit should show an example of someone who is *not* illustrating a fruit of the Spirit and the second should be an example of someone who *is* illustrating a fruit of the Spirit.
- Invite each team to present their two skits, and ask the larger group to identify the fruit of the Spirit that is being portrayed.

### Materials Needed

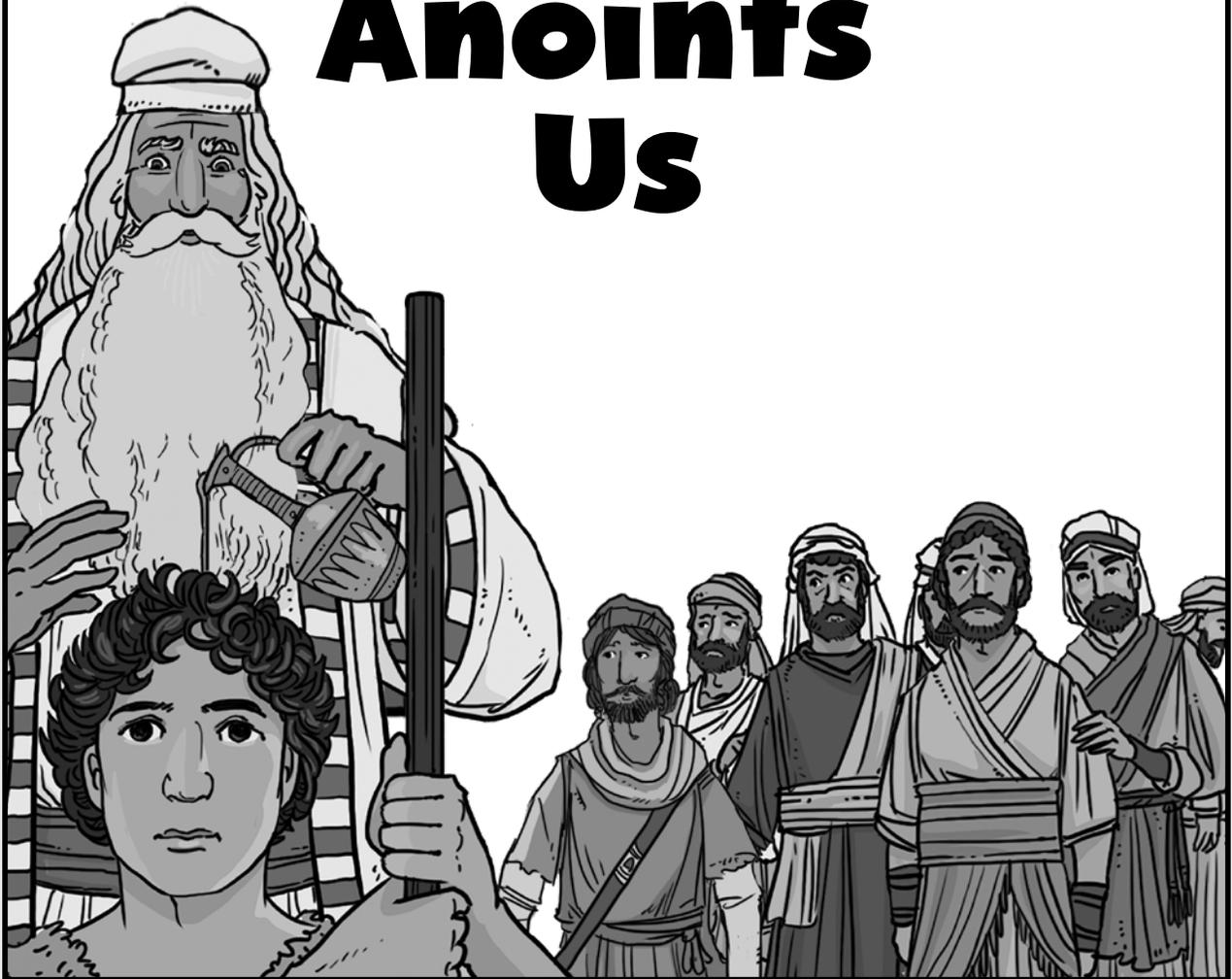
- a computer with internet access
- a computer projector

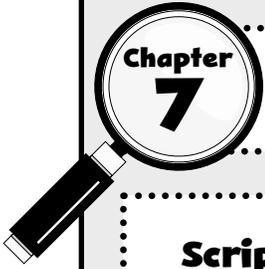
### Sing Along: Fruits of the Holy Spirit (15 minutes)

- Watch the video "Fruits of the Holy Spirit Children's Song," by Mark Jabez (YouTube, 2:45).
- Explain that humility (the word used in *The Catholic Children's Bible*) is sometimes translated as *gentleness* (as in the song).
- Invite the young people to brainstorm one thing each fruit can help them do. Encourage rapid-fire answers; the examples do not need to be in-depth. The goal is simply to get the young people thinking about the fruits as active qualities in their lives.
- Play the song again, and encourage the group to sing along during the refrain.

Chapter  
**7**

# The Spirit Anoints Us




 Chapter  
7

## Lesson at a Glance

### Scripture Focus

1 Samuel 16:1–13

### Lesson Goals

- to explain that anointing is a sign of being chosen and empowered by God
- to identify that followers of Christ are anointed in the Sacraments of Baptism, Confirmation, and Holy Orders
- to state the key ritual actions of the Sacrament of Confirmation

### Catechism Pillar

Celebrate

### Catechism References

698, 1293–1296, 1298–1301

### Key Words

anoint, sacred chrism

### Music Suggestions

- “If Today You Hear His Voice,” by Jesse Manibusan (OCP)
- “Song of the Anointed,” by David Haas (GIA Publications, Inc.)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 7 activity booklet
- a basket containing a variety of different stickers
- a basket with slips of paper that describe a movement
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

“Pick me!” We have all heard young people shout this request. As adults, we probably no longer shout these words, but there are still many times we wish to be the one chosen, to be selected, to stand out from the crowd.

This Scripture passage reminds us that we have been chosen by God. God knows us, loves us, and has a plan for us; God has chosen us exclusively for that plan. The Church helps us to grasp this concept by using sacred oil to mark us as chosen, as God’s very own. As we are anointed in Baptism and Confirmation, we celebrate that we are children of God. We are given the gift of the Holy Spirit to guide and strengthen us throughout our lives.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 7 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Ask a volunteer to pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Tell the group that you are going to form two very important groups in the class. Explain that as you call people by name, they should stand in one of the two groups, group 1 or group 2.
- Call a young person's name and tell them they are in group 1. Tell them where they should stand to start forming this group. Then call a young person's name and tell them they are in group 2. Continue doing this until there are three young people in each group.
- Explain that you could have continued until everyone was chosen. Invite the people standing in the groups to return to their seats.
- Ask the young people who were chosen first to share what that felt like. Emphasize that this likely felt good even though they may not have known what they were being chosen for.
- Encourage the group to explore why it might have felt good to be chosen for one of the groups. Explain that it might be because it feels like a recognition that the person chosen has some special skills or gifts that make them helpful to the team.
- Conclude by explaining that today's Scripture story is about someone God chose specifically. Tell the young people that God had an intentional plan for this person's life.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find 1 Samuel 16:1–13 in *The Catholic Children's Bible* (page 388 and 398).
- Select a volunteer or volunteers to read the Scripture passage aloud, or have the young people follow along while you read.
- Explain that the word **anoint** means to mark something or someone as chosen or sacred. Tell them that to be sacred is to be set apart for a religious purpose.
- Ask them to read the Scripture again, silently.

- Invite the young people to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. a judge and prophet, 2. Saul and David, 3. took olive oil and anointed David, 4. The Spirit of the Lord took control of David and was with him from that day on.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.
- Ask the young people to turn to page 1984 and find King David on the time line. Remind them that in chapter 2 they learned about the previous event, the Israelites' escape from slavery through the Red Sea.

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite volunteers to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - God chose David intentionally and had a plan for his life.
  - God gave David the spirit of the Lord, the Holy Spirit, that helped him live out God's plan.
  - We, too, are chosen by God. God has a plan for our lives.
  - We are anointed with holy oil at Baptism and Confirmation.
  - We are empowered by the Holy Spirit to follow God's plan for us.
- Remind the group that they are unconditionally loved by God. Tell them that God's plan for each one of them is designed for their particular gifts, interests, and personality.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Give the group a few seconds to reflect on this challenge.

### Tell It!

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the young people for the points they remember. Help them with any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Jesse's Son, David

- Prepare in advance a basket with individual slips of paper. Each slip of paper should give an instruction on how to move around a circle, one for each young person in the group (e.g., skip, hop like a bunny, dance, run, walk in baby steps, swim, walk sideways).
- Explain to the group they will be playing a version of "Duck, Duck, Goose." Invite them to sit in a circle on the floor facing inward.

- Show the group a basket with strips of paper, and explain that the strips of paper give instructions on how to move around the circle. Give examples such as hopping, skipping, and so on.
- Choose one young person to be the first Samuel. Instruct Samuel to walk around the circle, tapping each young person he or she passes and saying, "Jesse's Son, Jesse's Son, Jesse's Son . . ." until he or she chooses someone and shouts, "David!" At that point, "Samuel" should switch places with "David."
- Explain that the new David will then choose a slip of paper from the basket and move all the way around the outside of the circle in the way the paper states.
- Tell the group that when David has gone completely around the circle, he or she becomes Samuel. Samuel then begins a new round by walking and tapping each young person as he or she passes and saying, "Jesse's Son, Jesse's Son, Jesse's Son . . ." until he or she chooses someone else and yells, "David!"
- Explain that each young person can be David only one time.
- Play as many rounds as time permits.

### Process the Activity

- Invite the group to talk about the game and how it felt to be chosen.
- Encourage the young people to connect their experience of being chosen and performing a unique task to David's experience of being chosen for a special task. Invite them to consider what they would have done if they needed help to complete their task, and to compare that scenario to the spirit of the Lord helping David.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 101 in its place.

### Core Teaching

- Explain that the Church still uses anointing with oil as a sign of being chosen by God and empowered by the Holy Spirit. Tell them that in the Sacraments of Baptism and Confirmation, we are anointed and are empowered by the Holy Spirit to carry out God's plan for us.
- Continue by explaining that in Baptism and Confirmation, we are anointed with **sacred chrism**. Tell the group that sacred chrism is olive oil that is mixed with balsam and has been blessed by the bishop. Explain that balsam's fragrance reminds us of the way the gospel spreads among us, just like a fragrance spreads throughout a room.

- Tell the young people that sacred chrism is also used during the Sacrament of Holy Orders. Tell them that this is the sacrament in which men are chosen for a specific mission: to serve the Church as an ordained deacon, priest, or bishop. Inform the young people that they will learn more about this sacrament in a future chapter.
- Briefly explain that there are three holy oils, and each has a special use in the sacraments: the oil of the sick, the oil of the catechumens, and holy chrism.
- Explain that in the Sacrament of Confirmation, the anointing is surrounded by special ritual actions that signify the importance of the gift of the Holy Spirit and the mission for which God has chosen us. Continue by sharing points about the following actions:
  - Presentation of candidates: The priest or catechist presents the candidates, the people who will be confirmed, to the bishop. The presenter usually mentions the candidates' commitment to the Catholic faith and their willingness to open their hearts to the Holy Spirit.
  - Renewal of baptismal promises: We learned about the baptismal promises in chapter 2. When we renew these promises we profess our belief in the Father, the Son, and the Holy Spirit, and we reject Satan and his works.
  - Laying on of hands: The bishop raises his hands over the candidates and asks the Holy Spirit to come upon them.
  - Anointing with oil: The bishop makes the Sign of the Cross on the forehead with sacred chrism.
  - "Be sealed with the Gift of the Holy Spirit" (*Order of Confirmation*): The bishop says these words as he anoints each candidate.
  - Sign of Peace: The bishop shares a sign of peace with each candidate and says, "Peace be with you" (*Order of Confirmation*).
- Ask the young people some questions to check for comprehension, such as the following:
  - Why are we anointed? (*As a sign that we are chosen by God and have a specific purpose.*)
  - In which sacraments are we anointed as chosen by God? (*Baptism, Confirmation, and Holy Orders*)
  - What are the ritual actions of the Sacrament of Confirmation? (*presentation of candidates, renewal of baptismal promises, laying on of hands, anointing with oil, the words "Be sealed with the Gift of the Holy Spirit," and the sign of peace*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers: 1. Presentation of Candidates, 2. Renewal of Baptismal Promises, 3. Laying on of Hands, 4. Anointing with Oil, 5. the words "Be sealed with the Gift of the Holy Spirit," 6. Sign of Peace*
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint David the King, and encourage the young people to say, "Saint David, pray for us," during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## **We Know and Live Our Faith**

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- “The Rite of Confirmation,” page 31

Read aloud, or invite a volunteer to read, the selection as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



### **Go! (10 minutes)**

#### **Lesson Wrap-Up**

- Ask the group to think of all they learned in this session.
- Invite a few volunteers to share one or two points they remember. Affirm all correct statements and revisit those statements that may need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - Anointing is the sign of being chosen and empowered by God.
  - Followers of Christ are anointed in the Sacraments of Baptism, Confirmation, and Holy Orders.
  - The key ritual actions of the Sacrament of Confirmation are: presentation of candidates, renewal of baptismal promises, laying on of hands, anointing with oil, the words “Be sealed with the Gift of the Holy Spirit,” and the Sign of Peace.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week’s mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



#### **Closing Prayer**

- Begin prayer by leading the young people in the Sign of the Cross and saying, “Let us remember we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the group to read together the prayer on page 4 of the activity booklet.
- End with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture references to each team:
  - 1 Samuel 17:48–50 (David defeats Goliath)
  - 2 Samuel 5:1–5 (David is king)
  - Psalm 18:1–3 (David's song of victory)
  - John 15:16 (Chosen by God)
  - 1 Corinthians 1:21 (Chosen by God)
  - Ephesians 1:4 (Chosen by God)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the passage, and the second should describe how this Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- a priest or parish staff member
- access to the parish church

### Where Are These Oils? (15 minutes)

- Ask a priest or parish staff member to join your group at the ambry in the parish church.
- Invite the priest or staff member to talk with the group about the holy oils. Ask the priest or staff member about the bishop's blessing at the Chrism Mass on Holy Thursday morning, how the oils are distributed and actually get to the parish, and what is done with the unused oil each year.
- Make sure each young person has an opportunity to see the ambry and the holy oils up close.
- Encourage the group to ask the priest or staff member questions about what they see and hear.

### Materials Needed

- a computer with internet access
- a computer projector

### What's God's Plan for Me? (15 minutes)

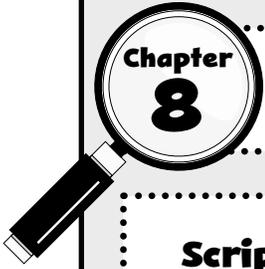
- Show the video "C4 Ignite Your Faith—What's God's Plan for Me?" (YouTube, 2:55).
- Ask volunteers to tell about a time when they were a part of something bigger than themselves or a time when they put the needs of others first.
- Encourage the young people to think of the Christian life as a school where we learn how to live for God and for others. Invite volunteers to share a "lesson" they have learned in God's "school."
- Remind the group that God's plan for us always includes loving others.

Chapter

8

# The Spirit Changes Us




**Chapter  
8**

## Lesson at a Glance

### Scripture Focus

Acts of the Apostles 9:1–19

### Lesson Goals

- to identify Saul as a persecutor of Christians who became a great Christian missionary
- to explain that change is always possible with the help of the Holy Spirit
- to state that the Holy Spirit strengthens us to share in Jesus' mission

### Catechism Pillar

Live

### Catechism References

442, 1435–1437, 1989, 2608

### Key Words

missionary, conversion

### Music Suggestions

- “Start a Fire,” by Unspoken (Centricity Music)
- “Go Make a Difference,” by Steve Angrisano (Spirit & Song)

### Materials Needed

- *The Catholic Children's Bible* and the chapter 8 activity booklet
- red and blue construction paper, one piece of each
- masking tape
- paper wads, three or four for each young person
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

This Scripture passage tells us of a dramatic conversion. God met Saul on the road to Damascus and showed him that there was a better mission for his life. Saul completely changed course—from a man who persecuted Christians to a passionate and fervent Christian missionary.

We believe God also meets us where we are and shows us how to serve God better. Sometimes it is through a dramatic event, and we immediately realize we need to change and firmly decide to do so. Often, however, it is a subtle nudge—we have a feeling something is just not right in one of our attitudes or actions. Over time we adjust it to reflect a particular Christian value more fully.

We are called to be constantly changing. Our commitment to repeated conversion is part of our witness as missionaries of Jesus. We know that even as Christians we fail and sin over and over, but through our Baptism and the other sacraments, we can rely on the Holy Spirit to lift us up and strengthen us to try again.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 8 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Ask a volunteer to pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Invite the group to recall when they were in first grade.
- Invite the group to think about this year, their fifth-grade year, and compare it to that first-grade year. Ask the following questions:
  - How have you changed?
  - How has your environment—classes, teachers, friends—changed?
- Invite volunteers to share some of the changes that have occurred in these four years.
- Tell the young people that today's lesson is about spiritual changes within us that inspire us to make changes in our actions.



## Dive In! (15 minutes)

### Scripture Focus

- Begin by explaining that today's Scripture passage comes from the book of Acts of the Apostles, from which the group read in chapter 6.
- Ask the young people to find Acts 9:1–19 in *The Catholic Children's Bible* (page 1728).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Ask them to read the Scripture passage again, silently.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. He was going to find followers of Jesus, arrest them, and bring them back to Jerusalem. 2. A light flashed, Saul fell to the ground, and he heard a voice. 3. Saul could not see. 4. Saul was able to see again. 5. Saul was baptized.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

**Understand It!**

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Explain that a **missionary** is a person who shares God's love, and the message of Jesus' saving work, with others.
- Share that sometimes being a missionary is a full-time job: for example, some missionaries move to foreign countries or work with the poor in inner cities. Explain that missionaries are often priests, religious sisters and brothers, teachers, or medical professionals who spread God's love to the people they encounter in their work. Add that single people and families also generously give time, often several years, to work in mission areas of the world.
- Review the following key points with the group:
  - Saul experienced a dramatic conversion and became a great missionary for Jesus.
  - No matter where we are, when we share God's love with others, we are missionaries.
  - The Holy Spirit helps us change and strengthens us for our mission.
- Share the story of a mission that your parish supports, if applicable.

**Live It!**

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Give the group a few seconds to think about whom they will ask to share a conversion story.
- Remind the young people to thank the person who shares a story of conversion, and encourage them to pray for that person.

**Tell It!**

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the youth for the points they remember. Help them with any key points they leave out.

**Discover! (25 minutes)****Core Learning Activity****To the Wall**

- Tape a piece of red construction paper on one wall and a piece of blue construction paper on the opposite wall in the room. Create three or four paper wads for each young person, and place them in a pile in the center of the room.
- Arrange the group into two teams, and assign one team the red wall and the other team the blue wall.

- Explain that the goal is to move all the paper wads to touch their team’s assigned wall.
- Instruct the young people to move the paper wads with their feet, and explain that they cannot “steal” anyone else’s paper wad (once someone has started to touch it). In addition, they can only move one paper wad at a time.
- Let the group play for a short time, then begin to call out the names of the young people one at a time and tell them they must join the other team.
- Continue until all the young people have changed to the opposite team from the one they were initially assigned.

**Process the Activity**

- Invite the young people to talk about their experience moving the paper wads with their feet and their reaction to switching teams.
- Encourage the group to draw connections between changing teams in the game and Saul’s experience on the road to Damascus. Highlight the significance of Saul’s “switch” to a completely different “team” (point of view, mission).

**Additional Activity Options**  
 If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 109 in its place.

**Core Teaching**

- Explain to the young people that **conversion** is a change in attitudes, actions, or viewpoints; it is especially a spiritual change.
- Tell the group that sometimes there is a big event in our life, like Saul’s conversion, when we realize we need to make a significant change. Ask the young people if they can think of any examples of this from their own lives or the lives of those they know.
- Share that we are called to constant conversion, growing in our faith by changing in both big and small ways. Point out that conversion can simply mean that we start doing something good or stop doing something bad.
- Explain that conversion happens when we evaluate our attitudes and actions to make sure they follow Christian values and teachings.

- Emphasize the point that each day we need to challenge ourselves to be better, to be more loving to others.
- Assure the young people that even when change is difficult, the Holy Spirit is with us. Tell them that the Spirit helps us change our lives to be more like Jesus.
- Remind the group that Jesus' mission was to share God's saving love; to call us to repent our sins and be forgiven, and to show us how to love God and our neighbor with our whole heart. Tell them that this is the mission we are called to share and for which the Holy Spirit strengthens us.
- Ask the young people some questions to check for comprehension, such as the following:
  - What does conversion mean? (*changing an attitude, action, or viewpoint*)
  - How does the Holy Spirit help us? (*The Holy Spirit gives us strength to be more like Jesus and to continue his mission.*)
  - What is a missionary? (*someone who shares God's love and Jesus' message with others*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers: 1. blind, 2. fish scales, 3. Saul, 4. light, 5. change, 6. baptized, 7. persecute, 8. conversion*
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Thérèse of Lisieux, and encourage the young people to say, "Saint Thérèse, pray for us," during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- "Grace," page 42
- "Grace and Freedom," page 42
- "Grace and Merit," page 43

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Invite a few volunteers to share one or two points. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - Saul was a persecutor of Christians who became a great Christian missionary.
  - Change is possible for each of us with the help of the Holy Spirit.
  - The Holy Spirit strengthens us to share in Jesus' mission.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Begin prayer by leading the young people in the Sign of the Cross and saying, "Let us remember we are in the holy presence of God," followed by a few seconds of silence.
- Pray the following:
  - Dear Lord Jesus, help us to have the courage to share your love with others. Please give us the wisdom to see where we need to change and grow. Thank you for the gift of the Holy Spirit to help us. In your name we pray. Amen.
- Invite all to say "Amen," and end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Divide the group into teams of two or three and assign one of the following Scripture references to each team:
  - Acts 8:1–3 (Saul persecuted Christians)
  - Acts 9:20–22 (Saul began preaching)
  - Acts 13:9 (Saul is also known as Paul)
  - Acts 16:24–31 (Paul in prison)
  - Acts 18:1–4 (Paul in Corinth making tents)
  - Acts 28:1–6 (Paul's snakebite)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the passage, and the second should describe how the Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- origami paper, one sheet for each young person
- step-by-step instructions for an origami design

### Presto Change-o (15 minutes)

- Choose a simple origami design ahead of time.
- Distribute one sheet of origami paper to each young person.
- Guide the group through the instructions to fold their paper into the design.
- Encourage the young people to notice that the flat paper was transformed into something different, but it can still be recognized as the sheet of paper they started with (by its color and texture, for example).
- Help them connect the paper's transformation to how Saul changed his attitude toward Jesus after his conversion, while remaining himself.

### Materials Needed

- a computer with internet access
- a computer projector
- blank paper

### God's Story (15 minutes)

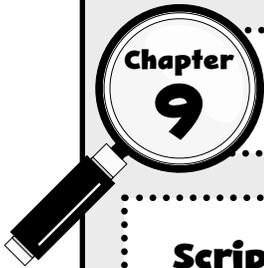
- Watch the video "God's Story: Paul" (YouTube, 3:58).
- Arrange the young people into teams of two or three, and ask each team to write down two events from Paul's life that were shown in the video.
- Distribute blank paper. Direct the teams to imagine they are traveling with Paul. Ask them to briefly describe on paper how they would have reacted to the two events they wrote down.
- Invite a volunteer from each team to share one of their reactions.
- Encourage the group to discuss why these events happened to Paul, and why he viewed the events the way he did.



Chapter  
**9**

# The Spirit Makes Us Children of God





# Lesson at a Glance

## Scripture Focus

Romans 8:14–17

## Lesson Goals

- to explain that the Holy Spirit makes us children of God
- to state that the Spirit helps us to live without fear and recognize God as our Father
- to identify that all people are created in the image of God with inherent dignity

## Catechism Pillar

Live: Catholic Social Teaching

## Catholic Social Teaching Focus

Life and Dignity of the Human Person

## Catechism References

1700–1715, 1928–1935

## Key Words

inherent, right to life

## Music Suggestions

- “Scandal of Love,” by Greg Walton (Saint Mary’s Press)
- “Children of God,” by Third Day (Essential)

## Materials Needed

- *The Catholic Children’s Bible* and the chapter 9 activity booklet
- red and black checkers
- blank paper
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

## Background Reflection

The Scripture passage for this chapter helps us to recognize that each one of us is a child of God. The Holy Spirit connects us to God and to God’s love. No matter what we do or how badly we have sinned, God still loves us. Nothing can separate us from God’s love. Paul also explains that if we share Christ’s suffering in our life as Christians, we will share Christ’s glory in Heaven, as fellow children of God.

Everyone is loved by God and made in God’s image; thus, each human being has equal dignity as a human person. Therefore, we are called to embrace all people—the poor, the immigrant, the incarcerated, the unborn, those who disagree with us. Everyone has equal value.

This call to see everyone as our sister or brother challenges us globally but it also challenges us with those we see each day: the coworker who annoys us, the relative who frustrates us, and the neighbor who doesn’t understand us. All people have been made in the image of God, all share equal dignity, and all are able to come to God and to call God “Father.”



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 9 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Explain that you will lead the group in a guided meditation. Invite them to close their eyes and quietly think about their breathing for a few seconds.
- Ask the group to imagine God's love as a color or light. Use the following script:
  - Imagine that the color or light is gently pouring over you from your head to your feet.
  - Imagine that color or light moving from your feet to the people next to you, covering them and then slowly and eventually covering everyone in this room.
  - Imagine God's love, that color or light, then moving out of this room and into the other rooms of the building, covering each person.
  - Imagine God's love moving from there out of this building and down the street, slowly and lovingly covering the town or city.
  - Imagine you have a bird's-eye view. Watch the color or light of God's love spreading throughout the state, then the country, and finally the world.
- Give the group a few extra seconds of silence and then ask them to slowly open their eyes.
- Invite the group to discuss how it felt to picture God's love covering everything.
- Emphasize that God's love includes everyone, and we are called to love everyone too. Explain that in this lesson the young people will learn how much God loves us.



## Dive In! (15 minutes)

### Scripture Focus

- Ask the young people to find Romans 8:14–17 in *The Catholic Children's Bible* (page 1778).
- Instruct the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three, and direct them to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. those who are led by the Spirit, 2. God's children, 3. Father, 4. our spirits*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the group to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - The Holy Spirit makes us children of God.
  - Life and Dignity of the Human Person is a Catholic social teaching principle.
  - Every person is made in the image of God and every person deserves respect and has **inherent** dignity.
- Explain that *inherent* refers to a permanent, unchanging characteristic that has been part of something for its entire existence.
- Remind the group that we are unconditionally loved by God.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Give the group a few seconds of silence to think about this challenge and to recall a group that society views as less valuable.

### Tell It!

- Invite one or more volunteers to retell the Scripture passage in their own words.
- Affirm the youth for the points they remember. Help them with any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Checkers and Names

- Distribute either a red or a black checker at random to each young person and ask them to keep the checker hidden from everyone else at all times. They can keep it in their hand or put it in their pocket. Give everyone a piece of blank paper.
- Explain that they will be challenged to find as many other people as possible with the same color checker by walking up to others, one at a time, and quietly asking them the color of their checker. When they find someone with the same color checker, they will write the other person's first and middle name on their own sheet of paper.
- Explain that if they meet someone with a different color checker, they should simply move on to another person quickly and quietly.
- Tell the group that at the end of 2 minutes, the game will stop and everyone will announce how many names he or she has written.
- Direct the group to begin the challenge. After 2 minutes, tell everyone to stop and have the young people share how many names they wrote down.

#### Process the Activity

- Connect the activity with the Scripture reading by asking the young people who they spent more time with (*people with the same color checker*) and who they moved away from quickly (*people with a different color checker*). Invite the group to discuss what Saint Paul would say about these actions, based on today's Scripture reading.
- Encourage the young people to connect the way they treated people during the game to the way society treats people who are identified as more or less valuable or useful than others. Remind the group that we often tend to judge others as "like me" or "not like me" and find it difficult to interact with those we perceive as different from us.
- Remind the group that this Scripture tells us that God loves all of us unconditionally, no matter what anyone else says about our value.

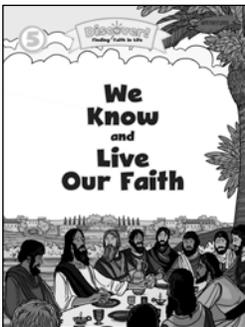
#### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 117 in its place.

## Core Teaching

- Recall that today’s Scripture passage tells us that the Holy Spirit makes us children of God. Remind the young people that as children of God, we are given the Spirit that teaches us to live without fear.
- Tell the group that because we are children of God, we have a responsibility to recognize that *everyone* is made in the image of God. Recall that this responsibility is summed up in the Catholic social teaching principle Life and Dignity of the Human Person.
- Explain that this principle teaches us that everyone is valuable and has a purpose. Point out that all other principles in Catholic social teaching build on this principle.
- Share with the group that because each person is created by God and in the image of God, everyone shares a **right to life**. This means that everyone has a right to live from the beginning of their life (before they are born) to their natural death.
- Ask the young people some questions to check for comprehension, such as the following:
  - What is the Catholic social teaching principle that calls us to treat everyone with respect? (*Life and Dignity of the Human Person*)
  - What does this principle call us to recognize in each person? (*Everyone is made in the image of God and everyone deserves respect.*)
  - What does it mean that everyone shares a right to life? (*Everyone has a right to live from the beginning of their life [before they are born] to their natural death.*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about the children of Fatima, and encourage the young people to say, “Children of Fatima, pray for us,” during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



### **We Know and Live Our Faith**

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- “The Good of the Human Person,” page 60
- “The Equal Dignity of the Human Person,” page 61

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Holy Spirit makes us children of God.
  - The Holy Spirit helps us live without fear and recognize God as our Father.
  - All people are created in the image and likeness of God with inherent dignity.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Ask the young people to turn to the Prayer of Saint Francis of Assisi on page 1995 in *The Catholic Children's Bible*.
- Begin prayer by leading the group in the Sign of the Cross and saying, "Let us remember that we are in the holy presence of God," followed by a few seconds of silence.
- Invite everyone to pray this prayer together.
- End with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Materials Needed

- precut foam door hangers
- crafts and supplies to decorate (stickers, feathers, buttons, felt, pipe cleaners, pompons, etc.)
- markers
- several bottles of glue

### Materials Needed

- a computer with internet access
- a computer projector
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture references to each team:
  - Micah 6:8 (What is required of us)
  - Matthew 5:44–46 (Love your enemies)
  - Galatians 3:26–27 (God's children through faith)
  - Galatians 4:6–7 (No longer slaves but children)
  - Colossians 3:12–13 (People of God)
  - 1 John 4:16–17 (God is love; union with God)
- Distribute blank paper and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how the passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Hang Some Cheer (15 minutes)

- Give each young person a foam door hanger and distribute the craft supplies.
- Explain to the group that they will be making door hangers for the local nursing home or hospice center.
- Invite the young people to share something about the oldest person they know. Remind them that the concept of the inherent dignity of each person includes both the oldest and the youngest people.
- Ask the group to be creative with their door hangers and to convey a positive message to brighten a resident's day.

### Catholic Social Teaching 101 (15 minutes)

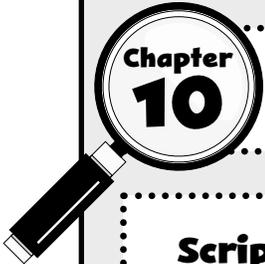
- Watch the video "CST 101 | Life and Dignity of the Human Person," by Catholic Relief Services (YouTube, 3:28).
- Explain that this video challenges us to recognize human dignity in all people. Discuss small ways each of us can embrace this challenge.
- Arrange the young people into teams of three or four.
- Remind the group that in the video, the speakers described an "ethic of life" that respects all people's dignity. Tell them that the speakers encouraged people to do something when people's dignity is not being respected.
- Distribute blank paper. Direct the teams to write an ethic of life for their school. Explain that the ethic should include at least three guidelines that would help students and teachers remember to respect each person's dignity and to value them as human beings.
- Invite volunteers to share one or two of their guidelines for an ethic of life.

Chapter

**10**

# The Spirit Gives Us Gifts




**Chapter  
10**

## Lesson at a Glance

### Scripture Focus

1 Corinthians 12:1–11

### Lesson Goals

- to explain that the Spirit gives different gifts to each person
- to identify that each gift given is valuable and needed by the Church
- to state that the Gifts of the Holy Spirit are sealed and strengthened in us in Confirmation

### Catechism Pillar

Pray

### Catechism References

1299, 1830–1831

### Key Words

common good, Gifts of the Holy Spirit

### Music Suggestions

- “We Are the Light,” by Unspoken (Centricity Music)
- “For Your Glory,” by Matt Maher (Provident Label Group LLC)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 10 activity booklet
- blank paper
- a poster listing the four suits in a deck of cards
- three decks of playing cards
- masking tape
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

It is good to appreciate the Holy Spirit’s work in our lives. There is something comforting, energizing, and humbling about knowing God is within us and is working through us to touch the lives of others. This reading encourages us to reflect on the gifts we have been given and how important they are to the community.

The Church teaches that there are seven spiritual gifts: Wisdom, Understanding, Knowledge, Counsel, Piety, Fortitude, and Fear of the Lord. When we look at the Gifts of the Holy Spirit, many of us think we could not possibly possess them. We can doubt ourselves: “Me? Full of wisdom?” But the Church teaches that the Holy Spirit gives these spiritual gifts to everyone and that these gifts are strengthened and sealed in us at Confirmation. We can confidently say, “I have the Gift of Wisdom. Holy Spirit, help me use it today.”

In addition to the Gifts of the Spirit, which we all receive, we each have diversified gifts and talents. We have been given these many gifts from God to build up the community. By recognizing and using these gifts and encouraging and supporting others to use their gifts, we can truly work together to share God’s love with the world.

**Get Ready! (10 minutes)****Opening Prayer**

- Invite the young people to turn to page 1 of the chapter 10 activity booklet.
- Explain that the prayer on this page will be prayed at both the opening and closing prayer this week.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Invite everyone to pray the “Come, Holy Spirit Prayer” aloud together, and then close with the Sign of the Cross.

**Engage Activity**

- Give each young person a sheet of blank paper and ask them to list three things they think they do well. Tell them they will not have to share their list.
- Allow a minute or two for the young people to create their lists.
- Encourage the group to discuss their lists in general terms. Ask the following questions:
  - How do you know you are good at these things?
  - How does feedback from other people influence how you feel about these three things?
- Tell the group that in today’s lesson they will explore the gifts—the things we have a special ability to do well—that the Holy Spirit gives us.

**Dive In! (15 minutes)****Scripture Focus**

- Ask the young people to find 1 Corinthians 12:1–11 in *The Catholic Children’s Bible* (pages 1806–1807).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Ask them to read the Scripture again, silently.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. the Spirit, 2. the Spirit’s presence, 3. a different gift*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand it! on page 1 of the activity booklet, or have a volunteer read it.
- Explain that **common good** is a term often used in the Church, especially when we talk about Catholic social teaching. Tell the young people that the common good is the good of everyone in a community or society. Point out that something that is for the common good helps everybody, not just an individual or a few people.
- Explain that using our gifts for the common good means that we use them in a way that leads to the improvement of the whole community, not just our own benefit.
- Review the main points with the group:
  - We all have gifts from God.
  - We receive these gifts in order to help one another and our community.
  - When we recognize and use our gifts, we can better share Jesus' message with others.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite volunteers to share a time when they have used one of their gifts to help someone else.
- Encourage the young people to look for opportunities to share their unique gifts this week.

### Tell It!

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the youth for the points they remember. Help them with any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Deal the Gifts

- Prepare a poster in advance that lists the four suits in a deck of cards in the following order: Clubs, Diamonds, Spades, Hearts.
- Arrange the young people into three teams, and announce that they will compete in a relay race.
- Use the masking tape to create a starting line for each team. Ask each team to gather behind its starting line. Then create another line on the opposite side of the room for each team.

- Explain that a deck of cards will be dealt to each team and that each team member will be dealt some of the team cards. Tell the young people that the object of the race is for each team to stack all of their cards in the correct order, lowest to highest, on the line at the other side of the room.
- Show the group the poster and hang it where everyone can see it during the relay. Explain that the cards must be stacked in order by the team member who has the correct card, starting with the ace of clubs, then the two of clubs, up through the king, and then the ace of diamonds, etc., in number order through all of the cards in all of the suits. Tell the group that the final card that should be showing in the stacked pile of cards is the king of hearts.
- Explain that each team can only play one card at a time. If one person has both the 3 and 4 of diamonds, for example, that person must run to the line on the opposite side of the room, place the 3, run back to the starting line, then run back to the line on the opposite side of the room and place the 4. Two cards cannot be played at once.
- Instruct the young people to play only the cards they are dealt; no one is allowed to trade or give away cards. Add that, because of the number of people on a team, some team members might have more cards to play than others.
- Tell the teams they cannot look at their cards until the game begins. Once the game begins, team members can show one another their cards.
- Explain that every team must finish the relay; the race will continue even after the first team finishes.
- Shuffle a deck and deal the cards to the first team, giving each team member a card in turn until the deck is distributed. Remind the team not to look at their cards until the race begins. Then continue with the second and third decks for the remaining teams.
- Begin the relay and cheer on the teams while everyone finishes.

### **Process the Activity**

- Invite the group to talk about the relay and the strategy used by the winning team.
- Encourage the young people to imagine the different cards each team member was given to be the different gifts described in the Scripture reading.
- Help the group understand that the teams needed everyone to use what they were given in order to accomplish their goal. Observe that if anyone had thought their cards were less important and had not shown or played them, their team would not have been able to complete the relay.
- Point out that when we run with the gifts we have, and when all of our gifts are used together, they always point to the true King of Hearts, Jesus.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 126 in its place.

## Core Teaching

- Explain to the young people that the **Gifts of the Holy Spirit** are spiritual gifts that help us figure out what is good and right, and then do it.
- Share that the Seven Gifts of the Holy Spirit are Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety, and Fear of the Lord. Explain each gift using the following points:
  - Wisdom helps us to see things from God's point of view. We see how God works in our lives.
  - Understanding helps us to know how to follow Jesus. This gift helps us comprehend important truths of our faith.
  - Counsel, also called Right Judgment, helps us to know what is right and what is wrong.
  - Fortitude (also called Courage), helps us to be strong and stand up for our faith.
  - Knowledge helps us explore Scripture and the teachings of the Church. It helps us accept the mysteries of our faith that we cannot yet understand.
  - Piety, also called Reverence, helps us to love and respect God and the Church.
  - Fear of the Lord, also called Wonder and Awe, helps us to know the greatness and power of God and to stay close to him. Fear of the Lord does not mean to be afraid of God.
- Share that these gifts help guide our actions and attitudes every day and help us to share God's love with everyone.
- Tell the young people that the Holy Spirit seals and strengthens these gifts in us at Confirmation. Explain that during the Laying on of Hands in Confirmation the bishop raises his hands over all the candidates and prays to the Holy Spirit that these gifts will be strengthened in them.
- Remind the group that in chapter 7, the story of David's anointing, they learned that God calls each of us for a specific purpose. Share that God gives us the Gifts of the Holy Spirit as well as our unique gifts to help us fulfill that purpose.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.

- Emphasize that our unique gifts are valuable and that we are the only person who can contribute our gifts and our purpose to the Church community.
- Ask the young people some questions to check for comprehension, such as the following:
  - What are the Gifts of the Holy Spirit? (*Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety, Fear of the Lord*)
  - What do the Gifts of the Holy Spirit help us do? (*They help us do what is good. They guide our actions and attitudes and help us to share God’s love.*)
  - Why is it important to learn about and develop our gifts? (*because our gifts are valuable, and we are the only person who can share our particular gifts with the community*)
- Invite the group to turn to page 3 of the activity booklet and complete the activity at the top of the page. Have volunteers share their answers. Affirm correct answers (*see list under second bullet of Core Teaching, on previous page*) and help the group understand any errors.
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Pope Saint John Paul II, and encourage the young people to say, “Saint John Paul II, pray for us,” during the next week.



### ***We Know and Live Our Faith***

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- “The Gifts of the Holy Spirit” + activity, pages 31–32

Read the selection aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. Invite the young people to begin the activity, or have them complete it with their families at home.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Invite a few volunteers to share one or two points. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Spirit gives different gifts to each person.
  - Each gift given is valuable and needed by the Church.
  - The Gifts of the Holy Spirit are sealed and strengthened in us in Confirmation.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Begin prayer by leading the young people in the Sign of the Cross and saying, "Let us remember we are in the holy presence of God." Allow a few seconds of silence.
- Have everyone turn to page 1 of the activity booklet and pray the "Come, Holy Spirit" prayer together.
- End with the Sign of the Cross.

## Additional Activities

### Chapter 10

#### Materials Needed

- *The Catholic Children's Bible*
- blank paper

#### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture readings to each team:
  - Isaiah 11:2–3 (Gifts of the Spirit)
  - 1 Corinthians 2:12 (We received the Spirit)
  - Ephesians 1:17 (Paul prays for wisdom)
  - 2 Timothy 1:7 (Fills us with power)
  - Hebrews 2:4 (Gifts of the Spirit)
  - 1 Peter 4:10–11 (God gives different gifts)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how the passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

#### Materials Needed

- simple 50-piece jigsaw puzzles, with the pieces from each puzzle evenly split into five or six plastic baggies (one puzzle per team of five or six)

#### It's Puzzling (15 minutes)

- Arrange the young people into teams of five or six.
- Give each team member a baggie of puzzle pieces for a team puzzle. Announce that each team member will be responsible for fitting her or his pieces into the puzzle.
- Invite the group, after all the puzzles are completed, to discuss how each piece was different, each piece was needed, and each person had a responsibility to use her or his pieces for the common good of the puzzle.

#### Materials Needed

- a computer with internet access
- a computer projector

#### Why Is Confirmation Important? (15 minutes)

- Watch the video "C4: Ignite Your Catholic Faith—Why Is Confirmation Important?" (YouTube, 2:17).
- Affirm that as Bishop Hying tells us, Confirmation is a beginning, an opening up of Christ's presence in our lives, that helps us to live the mission of Christ.
- Encourage the group to discuss what having Christ present in us means and how their gifts can help further his mission.

# Discover!

Finding Faith in Life

## Unit 3

### Jesus Heals Us

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#### Chapter 12

We Celebrate Healing . . . . . 136

#### Chapter 13

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#### Chapter 14

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#### Chapter 15

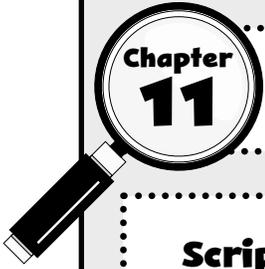
We Ask Jesus for Healing . . . . . 160

Chapter

11

# We Pray for Healing




 Chapter  
**11**

## Lesson at a Glance

### Scripture Focus

James 5:13–16

### Lesson Goals

- to state that prayer is important in times when healing is needed
- to identify that healing can be both spiritual and physical
- to define the Sacraments of Penance and Reconciliation and Anointing of the Sick as Sacraments of Healing

### Catechism Pillar

Believe

### Catechism References

1420–1421, 1469, 1499, 1508–1509

### Music Suggestions

- “Give Us Your Peace,” by Jesse Manibusan and Sarah Hart (Spirit & Song)
- “Healing Rain,” by Michael W. Smith (Reunion Records)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 11 activity booklet
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

The Sacrament of Anointing of the Sick and the Sacrament of Penance and Reconciliation are the two Sacraments of Healing. These sacraments have their roots in Jesus’ ministry and the early Church, as James’s letter shows. As pain and suffering can be both physical and spiritual, James assures us that peace and healing can also be both physical and spiritual.

All around us, people are suffering. We are called to pay attention to others and their sufferings and pain. We are called to be healers ourselves, which can mean listening, sharing words of encouragement, or doing something small to brighten someone’s day. We also acknowledge our own suffering and seek out the sacraments to receive Jesus’ healing.

James reminds us that prayer is important when someone is hurting. Praying is an act of love. It connects us and shows empathy. It offers hope and courage. In James’s words, it has a “powerful effect.”



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 11 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Ask a volunteer to pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Invite the group to name ways that fifth graders can help others. Affirm all appropriate responses and write them on the board.
- Ensure that "praying" is mentioned, write it on the board, and circle it.
- Tell the group that prayer is an important part of helping others.
- Explain that today's lesson will focus on how prayer helps when someone is hurting.



## Dive In! (15 minutes)

### Scripture Focus

- Ask the young people to find James 5:13–16 in *The Catholic Children's Bible* (page 1917).
- Invite a volunteer to read the Scripture passage aloud. Then ask the group several questions to check for comprehension.
- Have the young people use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. pray, 2. sing praises, 3. The elders will pray for the person and rub olive oil on her or him in the name of the Lord. 4. a powerful one*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

**Understand It!**

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Review some of the key points with the young people:
  - The Sacrament of Anointing of the Sick and the Sacrament of Penance and Reconciliation are known as the Sacraments of Healing.
  - Prayer is important in times healing is needed.
  - We pray when we are suffering and we pray for others who are suffering.

**Live It!**

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Give the group time to think of these people and to plan a short time of prayer for them.

**Tell It!**

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the youth for the points they remember. Help them with any key points they leave out.

**Discover! (25 minutes)****Core Learning Activity****Stand Tall**

- Arrange the young people into pairs, and ask each pair to sit on the ground back to back.
- Direct the pairs to link arms, bend their knees, and try to stand up together.
- Invite those who master the task quickly to encourage other pairs or to switch partners to help them accomplish it.
- Rearrange the group into groups of three and invite each trio to link arms and stand up together.
- Continue making the groups larger one person at a time, until everyone is in one group and stands up together.

### Process the Activity

- Invite the young people to compare their experience of standing up while leaning on just one person to the experience of standing up with two, three, and more people supporting them.
- Encourage them to connect the activity to James’s message about reaching out to the community when we are in trouble or sick or when we have sinned.
- Close by reminding the group that God made us to be connected, to be in community with other people. Explain that, when we are connected, we can help one another heal and live as Christians.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 135 in its place.

### Core Teaching

- Ask the young people to recall the two Sacraments of Healing (the Sacrament of Anointing of the Sick and the Sacrament of Penance and Reconciliation).
- Remind the group that these sacraments help when people are hurting, either physically or when sin has affected their lives. Recall that these sacraments are meant to restore people to spiritual health. Tell them that we will all have times in our lives when we need these sacraments.
- Explain that we do not usually celebrate the sacraments alone. Point out that the priest is there with us, and usually family members or friends or the community of faith.
- Emphasize that the Sacraments of Healing assure us that we are not forgotten in our illness or need for reconciliation and that others are gathering to pray for us and us for them.
- Tell the group that people can be physically healed through the Anointing of the Sick, if God wills it.

- Explain to the young people that in Penance and Reconciliation, the priest or bishop represents Jesus and the Church. Share that sin separates us from God and from one another, so in the Sacrament of Penance and Reconciliation, we are reconciled, or brought back together, with God and the whole Church.
- Tell the young people that prayer is important in times when healing is needed. Explain that praying for others is an act of love as it helps us to connect to people and to be open to opportunities to show them our love.
- Share that prayer also draws us closer to God as we bring him our concerns and the concerns of the people we pray for.
- Ask the young people some questions to check for comprehension, such as the following:
  - When do people need the Sacraments of Healing? (*when they are hurting either spiritually or physically*)
  - What is the significance of celebrating these sacraments with others? (*We are assured that we are not forgotten in our illness or need for reconciliation, and we pray for all those who are suffering.*)
  - Why is prayer important when healing is needed? (*Prayer draws us closer to God and helps us connect to people who are in need.*)
- Invite the group to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Saint Martin de Porres, and encourage the young people to say, “Saint Martin de Porres, pray for us,” during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## ***We Know and Live Our Faith***

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- “The Sacraments,” page 28

Read the selection aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - Prayer is important in times when healing is needed.
  - Healing can be both spiritual and physical.
  - The Sacraments of Healing are Penance and Reconciliation and Anointing of the Sick.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Ask for volunteers to pray their haiku as the closing prayer.
- Begin prayer by leading the young people in the Sign of the Cross and saying, "Let us remember we are in the holy presence of God." Allow a few seconds of silence.
- One by one, call the names of the volunteers and have them pray their prayers.
- Say "Amen," and end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture readings to each team:
  - Matthew 8:16 (Jesus heals the sick)
  - Mark 6:13 (Disciples anointed sick people)
  - Luke 9:1–2 (Jesus sends disciples to heal the sick)
  - Ephesians 6:18 (Power of prayer)
  - Colossians 4:2 (Persistent in prayer)
  - 1 Thessalonians 5:16–17 (Pray always)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how the passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- none

### Directional Prayer (15 minutes)

- Remind the group that prayer has a powerful effect.
- Ask the group to form a line, shoulder to shoulder, so that everyone faces the south wall of the room.
- Invite the group to think about all the people in the direction they are now facing who need our prayers. Encourage the group to start by thinking of those close to the wall; for example, if the rectory is in that direction, the parish priest or staff could be on the list. Invite those in the group who live in this direction to think about their families. Challenge the group to also include people farther and farther away, such as people in Central or South America.
- Say, "We pray for . . ." and invite the group to start naming the people in this southern direction who are in their thoughts.
- Continue this prayer by asking the group to face west, then north, and finally east.

### Materials Needed

- a computer with internet access
- a computer projector

### Amazing Grace (15 minutes)

- Watch the video "Amazing Grace," published by MissionEighty5 Music (YouTube, 3:59).
- Arrange the young people into small teams, and ask them to brainstorm other scenarios that happen at school where someone is hurt and others could help.
- Invite each team to share its scenarios with the larger group.

Chapter

12

# We Celebrate Healing




**Chapter  
12**

## Lesson at a Glance

### Scripture Focus

Mark 2:1–12

### Lesson Goals

- to recall that Jesus forgave sins and healed physical illnesses
- to identify that the Sacrament of Anointing of the Sick is a sacrament of strengthening and, if God wills it, physical healing
- to discuss the effects of the Sacrament of Anointing of the Sick

### Catechism Pillar

Celebrate

### Catechism References

1499–1532

### Music Suggestions

- “Eye of the Storm,” by Ryan Stevenson (Gotee Records)
- “Blessings,” by Laura Story (Fair Trade Services)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 12 activity booklet
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

This Scripture story tells of unstoppable determination, abundant faith, a spectacular healing, and universal astonishment. The men carrying the paralyzed man were not impeded by the crowds; they found a way to get to Jesus. Jesus recognized the great faith of the paralyzed man and forgave his sins. Jesus then healed the man of his paralysis. Through both the spiritual and physical healings, all of the witnesses experienced God’s grace.

The Sacrament of Anointing of the Sick helps us to experience God’s grace when we are elderly, ill, or facing surgery. This sacrament reminds us that God and the community are present with us in our suffering. We are forgiven of our sins and given peace and courage to face our physical challenge. We will also be physically healed if God wills it.

Throughout Scripture, we are reminded not to be afraid. Jesus tells this to his followers over and over. The Anointing of the Sick gives us the reassurance that God is with us and we have nothing to fear from suffering.

**Get Ready! (10 minutes)****Opening Prayer**

- Invite the young people to turn to page 1 of the chapter 12 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Ask a volunteer to pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

**Engage Activity**

- Begin by asking the group to think of the last time they were in a crowd of people. Ask for volunteers to explain why people were gathered at the event.
- Ask the young people to brainstorm ways they could have gotten to the front of the crowd at their event. Encourage them to think of practical ways as well as unrealistic ways.
- Conclude by telling the group that in today's Scripture, some men had an important reason to reach Jesus, so they used a very creative way to get around a crowd.

**Dive In! (15 minutes)****Scripture Focus**

- Ask the young people to find Mark 2:1–12 in *The Catholic Children's Bible* (pages 1525 and 1528).
- Invite the group to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. They made a hole in the roof and let the man down through it. 2. faith, 3. He forgave the paralyzed man's sins. 4. The Son of Man has authority to forgive sins.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

**Understand It!**

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Ask if anyone has witnessed an Anointing of the Sick or been to a healing Mass. If so, ask them to share what happened.
- Review some of the key points with the young people:
  - Jesus healed the paralyzed man by forgiving his sins and curing his physical illness.
  - Anointing of the Sick is a beautiful sacrament that gives us strength and courage to bear an illness.
  - This sacrament helps us remember that God is with us and we have nothing to fear from suffering.

**Live It!**

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Discuss the location of local hospitals, rehabilitation centers, and senior residences.

**Tell It!**

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the young people for the points they remember. Help them with any key points they leave out.

**Discover! (25 minutes)****Core Learning Activity****Act Out: Healing**

- Arrange the young people into teams, and assign each team one of these Scripture passages:
  - Matthew 8:1–4
  - Mark 8:22–25
  - Luke 18:35–43
  - John 5:1–9
- Challenge each team to create a skit showing the rest of the group what happened in their Scripture story.

- Encourage the teams to make sure everyone has a speaking part in the skit.
- Give the teams time to create their skits, and then invite each team to act out their story.
- After each skit, invite the group to imagine what happened next to the person who was healed. Ask volunteers to share their imaginary stories.

**Process the Activity**

- Invite the young people to compare the skits and to identify similarities among them.
- Encourage the group to connect the Scripture stories they acted out with the Scripture passage for today’s lesson.
- Discuss the expression of faith (or the invitation by Jesus, as in John 5:6) that comes before each healing. Conclude by observing that Christians today still have faith that God will heal us, through the Sacraments of Penance and Reconciliation and Anointing of the Sick.

**Additional Activity Options**  
 If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 143 in its place.

**Core Teaching**

- Explain to the group that Anointing of the Sick is a sacrament that people receive when they are sick, facing surgery, or elderly. Tell them that only a priest or bishop may administer this sacrament. Point out that the priest represents the entire community and prays for physical healing. This reminds the person that they are not alone in their sickness.
- Tell the group that the priest prays that the sick person will have the strength to get through the illness and reminds the person that their suffering unites them with the suffering that Jesus experienced on the cross.
- Explain that the priest anoints the sick person with the Oil of the Sick, which is a different oil than the ones used in Baptism, Confirmation, and Holy Orders.
- Tell the young people that Anointing of the Sick can take place anywhere: in church, at the person’s home, or in a hospital or nursing home.
- Tell the young people that we may receive Anointing of the Sick each time we fall seriously ill and we can receive it again for the same illness if the condition worsens.

- Explain that the gift of grace given in Anointing of the Sick produces the following effects:
  - peace and courage to get through the difficulties of the condition and to resist discouragement
  - union with the suffering of Christ
  - spiritual healing and the forgiveness of sins
  - physical healing if it is God's will
  - preparation for the passing to eternal life
- End by sharing with the group that this sacrament reminds us of the Catholic social teaching on Life and Dignity of the Human Person. Explain that life should be valued and cared for at any age, no matter the person's physical condition.
- Ask the young people some questions to check for comprehension, such as the following:
  - Who can receive Anointing of the Sick? (*anyone who is ill, elderly, or facing surgery*)
  - Where can Anointing of the Sick take place? (*wherever the person needing the sacrament is located*)
  - What are some effects of Anointing of the Sick? (*peace and courage to get through the difficulties of the condition, union with the suffering of Christ, spiritual healing and the forgiveness of sins, physical healing if it is God's will, preparation for eternal life*)
- Invite the group to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Bernadette of Lourdes, and encourage the young people to say, "Saint Bernadette, pray for us," during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



### ***We Know and Live Our Faith***

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- "The Sacrament of Anointing of the Sick," pages 36–37

Read aloud, or invite a volunteer to read, the selection as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to reflect on all that they have learned in this lesson.
- Invite a few volunteers to share one or two points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - Jesus forgave sins and healed physical illness.
  - The Sacrament of Anointing of the Sick is a sacrament of strengthening and, if God wills it, physical healing.
  - There are several effects of the Sacrament of Anointing of the Sick.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Explain that the closing prayer will be a litany. Invite the young people to respond, "Lord, hear our prayer."
- Begin prayer by leading the group in the Sign of the Cross and saying, "Let us remember we are in the holy presence of God." Allow a few seconds of silence.
- Pray the following prayer, helping the young people know when to respond:
  - Help us to increase our faith in you. *(Lord, hear our prayer.)*
  - Help us to remember that we are a child of God when we are afraid or facing challenges. *(Lord, hear our prayer.)*
  - Comfort those who are sick, facing surgery, or elderly. *(Lord, hear our prayer.)*
  - God, thank you for calling us to be your children. Help us to remember you are with us always and we do not need to be afraid.
- Invite the young people to respond "Amen," and end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- construction paper or cardstock
- a wide variety of art supplies
- a list of parishioners who are sick

### Materials Needed

- colorful socks
- craft glue
- scissors
- craft supplies, such as buttons, pom poms, yarn, and ribbon

### Materials Needed

- a computer with internet access
- a computer projector

### Creative Cards (15 minutes)

- Find the section in the parish bulletin that lists parishioners who are sick or obtain a list from the parish office.
- Arrange the young people into teams of two, and assign each team at least one name from the list.
- Distribute the paper and art supplies, and invite each team to make a creative card with a message of hope and love for each person they are assigned.
- Collect the cards and give them to a member of the parish staff to send to the parishioners.

### Sock Puppets (15 minutes)

- Look up creative ideas online for making sock puppets before the session.
- Gather and distribute the craft supplies, and invite each young person to make a fun and colorful puppet.
- Tell the group these puppets will be donated to the local children's hospital or pediatric ward.
- Collect the puppets, allow them to dry, and donate them to the local children's hospital or pediatric ward.

### No Longer Slaves (15 minutes)

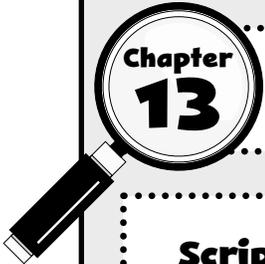
- Watch the video "Sacraments 101: Anointing of the Sick (who it's for)" (YouTube, 6:27).
- Invite the young people to take notes and write down what they consider to be key points surfaced in the video.
- Ask several volunteers to use their notes to give a brief summary of what the Sacrament of Anointing of the Sick is.
- Affirm correct understandings and provide additional information to clarify any errors.

Chapter

13

# We Are Forgiven




**Chapter  
13**

## Lesson at a Glance

### Scripture Focus

Luke 7:36–50

### Lesson Goals

- to identify forgiveness as an essential part of Christian life
- to describe sin as an offense against God, hurtful to our neighbor, and a weakening of the Body of Christ
- to explain the key elements and effects of the Sacrament of Penance and Reconciliation

### Catechism Pillar

Live

### Catechism References

1440–1470, 1849–1850

### Key Words

penance, absolution

### Music Suggestions

- “Your Grace Finds Me (Live),” by Matt Redman (sixstepsrecords/Sparrow Records)
- “How Mercy Looks from Here,” by Amy Grant (Amy Grant Productions)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 13 activity booklet
- two heavy objects that can be carried by young people, such as a full backpack or a brick
- masking tape
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

The actions of Simon the Pharisee and the sinful woman are radically different in this Scripture story. Simon the Pharisee invited Jesus to a meal but did not truly welcome Jesus into his home. We can speculate many reasons. Did he forget the small acts of welcome because Jesus was familiar to him? Did he only invite Jesus so he could trap him into saying something that could be used against him? The woman in this passage, however, was broken by her sin and came to Jesus with remorse and love. Jesus forgave this woman’s sins.

Many times we can forget to give Jesus the respectful center stage of our life. However, we can always come back to Jesus in the Sacrament of Penance and Reconciliation. Just like the woman, we can be forgiven and freed of our sins. The Sacrament of Penance and Reconciliation is a constant reminder that God loves us unconditionally and that we will always be invited back into the family. No matter what we do, each of us is a child of God.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 13 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Ask a volunteer to pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Ask the group to think about the preparations that take place in their homes when someone special is coming for a meal or a visit.
- Invite volunteers to talk about all that goes into the meal or celebration.
- Explain that in today's Scripture story, Jesus is invited to a meal, and an unexpected visitor comes into the home and treats Jesus with kindness.



## Dive In! (15 minutes)

### Scripture Focus

- Ask the young people to find Luke 7:36–50 in *The Catholic Children's Bible* (page 1595).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three, and direct them to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. a Pharisee, 2. She brought a jar of perfume, wet Jesus' feet with her tears, dried them with her hair, and poured the perfume on them. 3. He thought that if Jesus were a prophet, he would know this woman was sinful. 4. Jesus said that the woman showed great love and her many sins were forgiven.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review the some of the key points with the group:
  - The woman showed great love, was sorry for her sins, and had faith that Jesus could heal her.
  - Our sins offend God and hurt the people around us, but God offers us forgiveness and peace through the Sacrament of Penance and Reconciliation.
  - God loves us and wants us to live a life free of the burden of sin.

**Live It!**

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Point out the times when the Sacrament of Penance and Reconciliation is available at your parish. Review the customary procedure of receiving this sacrament.

**Tell It!**

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the youth for the points they remember. Help them with any key points they leave out.

**Discover! (25 minutes)****Core Learning Activity****Carry the Burden**

- Prepare for the activity by creating two starting lines for each team. These starting lines should be on opposite sides of the room so that half of each team can line up behind the line and face each other. There should be 15–20 feet between the starting lines.
- Create a small X with masking tape next to each starting line as a marker for where the “heavy burden” is to be placed (four Xs total).
- Place both “heavy burdens” on the Xs at the starting line on the same side of the room.
- Arrange the young people into two teams, and invite half of each team to line up behind the starting lines on each side of the room so the teams are facing each other.
- Explain that each team member will carry the “heavy burden” to the X on the opposite side of the room, then return to their original starting line empty-handed.
- Explain that when that team member returns to his or her original starting line, he or she will yell, “Go!” and the teammate next to the heavy burden on the opposite side of the room will carry it to their opposing starting line, place it on the X, and return to his or her line empty-handed. This will continue until each teammate has had a chance to run.
- Begin the game when all understand. Allow time for both teams to complete it.

**Process the Activity**

- Explain that living with sins we have committed is sometimes referred to as “carrying a heavy burden” because the wrong we have done weighs on our hearts. Tell the group that when we receive forgiveness from God through the Sacrament of Penance and Reconciliation, the burden is lifted.
- Encourage the young people to make connections between running the relay with and without the heavy object, and the difference in the woman who comes to the Pharisee’s house burdened by her sins and leaves the house free and forgiven, after her encounter with Jesus.

- Conclude by telling the group that God wants us to live freely and happily, not weighed down by the guilt and shame of sin. Remind them that God loves each of us personally and will forgive us for anything we've done. We need only to be truly sorry and promise to leave our sin behind, that is, to change our ways and not sin again.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 151 in its place.

### Core Teaching

- Remind the young people that sin is an offense against God. Explain that sin hurts the entire Catholic community in addition to ourselves and the person we might directly sin against.
- Recall that everyone sins and that everyone needs the Sacrament of Penance and Reconciliation.
- Explain to the group that we are required by the Church to confess our serious sins once a year, but it is helpful to go to Reconciliation, or confession, often. Emphasize that we are given grace, love, and strength in this sacrament.
- Tell the young people that in the Sacrament of Penance and Reconciliation, the priest represents Jesus and the Church.
- Point out that giving and receiving forgiveness is part of being a Christian. Remind the young people that throughout the Gospels, Jesus forgives people their sins and tells them to go in peace.
- Tell the group that since we are forgiven by God, we are called to forgive others when they hurt us. Have the young people recall the part of the Our Father where this is prayed.
- Explain that forgiveness means that you will care and pray for someone who hurts you and will not hold a grudge against that person. Remind the young people that forgiving someone does not mean that it is okay for them to hurt you. Share that when someone hurts us, we should talk about it with someone we trust.
- Share that the Sacrament of Penance and Reconciliation is made up of the following elements:
  - Repentance (being sorry for our sins)
  - Confession (telling our sins to the priest)
  - **Penance** (being told by the priest what we need to do to make up for our sin)
  - **Absolution** (being completely forgiven of the sin)

- Describe the effects of the Sacrament of Penance and Reconciliation by sharing the following points:
  - It mends our broken relationship with the Church.
  - It keeps us from being judged for the sin after we die.
  - It helps us to not sin in the future.
  - It gives us peace.
- Explain that the Sacrament of Penance and Reconciliation has many names, as follows:
  - The Sacrament of Conversion: This sacrament helps us to convert, or turn around, in our lives. We turn from sin and make a new start in our lives.
  - The Sacrament of Penance: This name is taken from our efforts to make up in some way for our sins and wrong choices. We take on penance for our sins.
  - The Sacrament of Confession: This name is taken from another essential element of the sacrament, the need to confess our sins.
  - The Sacrament of Forgiveness: This name is taken from the priest's Absolution, in which our sins are forgiven.
  - The Sacrament of Reconciliation: This name is taken from the reconciliation with God and with the Church that the sacrament gives us, through God's mercy and love.
  - Note that in the *Catechism of the Catholic Church*, this sacrament is usually called the Sacrament of Penance or the Sacrament of Penance and Reconciliation. Explain that the two names given to this sacrament do not mean that there are two different sacraments, but that the two elements of this one sacrament are named Penance and Reconciliation.
- Ask the young people some questions to check for comprehension, such as the following:
  - Who is affected when we sin? (*ourselves, others, and the whole Church*)
  - What are the elements of the Sacrament of Penance and Reconciliation? (*repentance, confession, penance, and absolution*)
  - What are some of the effects of the Sacrament of Penance and Reconciliation? (*being at peace, mending our relationship with the Church, not being judged for the sin when we die, helping us not to sin in the future*)
  - What are the various names of this sacrament? (*Sacrament of Conversion, Sacrament of Forgiveness, Sacrament of Confession, Sacrament of Penance, Sacrament of Reconciliation, Sacrament of Penance and Reconciliation*)
- Invite the group to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint John Vianney, and encourage the young people to say, "Saint John Vianney, pray for us," during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## ***We Know and Live Our Faith***

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- “The Sacrament of Penance and Reconciliation,” page 35

Read the selection aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - Forgiveness is an essential part of the Christian life.
  - Sin is an offense against God, it is hurtful to our neighbor, and it weakens the entire Church.
  - The Sacrament of Penance and Reconciliation is made up of different elements and has different effects.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week’s mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### **Closing Prayer**

- Invite the group to turn to the Act of Contrition prayer on page 1993 of *The Catholic Children’s Bible*.
- Begin prayer by leading the young people in the Sign of the Cross and saying, “Let us remember that we are in the holy presence of God.”
- Ask the young people to think of something they have done in the last day or two for which they would like to ask God’s forgiveness. Allow a moment of silence.
- Ask everyone to pray the Act of Contrition together.
- Say “Amen,” and end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three and assign one of the following Scripture readings to each team:
  - Psalm 32:5 (God forgives us)
  - Psalm 130:2–4 (God forgives us)
  - Matthew 18:21–22 (Forgiving others)
  - Mark 2:5 (Jesus forgives sins)
  - John 20:22–23 (Jesus gives authority to forgive sins)
  - Hebrews 4:15–16 (Go to God with confidence)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how the passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- blank (white or colored) paper
- a variety of art supplies
- white-out and erasers

### Changeable Art (15 minutes)

- Distribute blank paper and any art supplies you have gathered. Invite the young people to create a masterpiece.
- Announce that at any time, they can use the white-out or erasers to make any changes to their artwork. They are also allowed to start over at any time.
- Allow some time and then discuss how, through the Sacrament of Penance and Reconciliation, God “whites out” or “erases” our sins. Remind the young people that no matter what sins we have committed, we can start over at any time by coming to Jesus in the sacraments.

### Materials Needed

- a computer with internet access
- a computer projector
- blank paper
- markers

### Sacraments 101 (15 minutes)

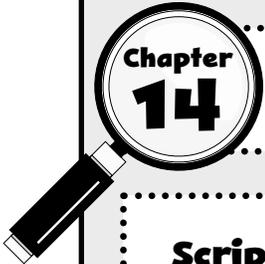
- Watch the video “Sacraments 101: Penance (why we confess),” published by Busted Halo (YouTube, 5:10).
- Arrange the young people into teams of two or three. Distribute blank paper and markers, and ask each team to create an image representing the Body of Christ (the Church).
- Direct the teams, when they have finished, to add to their images to show how the Body of Christ is affected by someone's sin and also by that person receiving the Sacrament of Penance and Reconciliation.



Chapter  
**14**

# We Love One Another




 Chapter  
**14**

## Lesson at a Glance

### Scripture Focus

1 John 3:11–18

### Lesson Goals

- to recall that love is the Great Commandment in the Christian life
- to identify the death and Resurrection of Jesus as his great act of love for us
- to explain that love is shown not only in words but also in actions

### Catechism Pillar

Live: Catholic Social Teaching

### Catholic Social Teaching Focus

Solidarity

### Catechism References

344, 1694, 1822–1829, 1889, 1939–1942, 2196

### Key Word

solidarity

### Music Suggestions

- “Love One Another,” by Michael W. Smith (Reunion Records, Inc.)
- “Love One Another,” by James David Carter (World Library Publications)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 14 activity booklet
- baskets
- small prizes
- masking tape
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

The entire message of the Gospel seems to be summed up in these few verses from First John. Jesus died for us in the ultimate act of love. We, then, must follow Jesus’ lead and continue his mission by loving others.

This lesson’s Scripture passage reminds us that the world will not always understand loving actions. Many in the world think only of themselves, but Christians are called to be different: to show love by serving others. We are also told in these verses that words and statements about loving others are not enough. Our actions should be consistent with our words.

Solidarity is one of the principles of Catholic social teaching. As Catholics, we have a commitment to one another and to all of God’s children, especially to the weakest in society. We are all connected. By loving and helping others, we love and serve God. Love has a healing power that brings light and life to others.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 14 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Invite the young people to think about all the people who have touched their lives in some way today, and to name some of those people.
- Remind the group that in addition to those who obviously touched their lives in some way, many people have touched their lives in an indirect way, such as the person who designed their chairs and the person who made their toothbrushes.
- Ask a few volunteers to name others who have touched their lives in an indirect way today.
- Conclude by telling the young people that everyone is connected in some way. Explain that no matter how independent we think we might be, we actually depend on a lot of people.
- Tell the group that today they will learn that we are called to love and care for everyone.



## Dive In! (15 minutes)

### Scripture Focus

- Ask the young people to find 1 John 3:11–18 in *The Catholic Children's Bible* (page 1934).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three, and direct them to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. We must love one another. 2. give our lives for others, 3. in action*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.

- Review some of the key points with them:
  - Jesus tells us that love is the Great Commandment.
  - The greatest act of love is the death and Resurrection of Jesus.
  - We are called to show our love by our actions.

### **Live It!**

- Read Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to picture such a person in their mind and to make a plan to reach out to him or her.

### **Tell It!**

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the young people for the points they remember. Help them with any key points they leave out.



## **Discover! (25 minutes)**

### **Core Learning Activity**

#### **Connected**

- Arrange the group into teams of six to ten, and create a starting line with masking tape for each group. Invite them to line up behind a starting line.
- Display one basket per team, each containing one small prize per team member. Place the basket a few yards away from each starting line.
- Explain that the teams will need to work together for each team member to receive a prize. Tell them that no one is allowed to take more than one prize.
- Tell the young people that team members can only cross the starting line if they are connected (holding hands, linking arms, etc.) with someone behind the line. Explain that as soon as they pick a prize, the whole team, without disconnecting, needs to return behind the starting line.
- Emphasize that the team will need to repeat this challenge so that each member of the team is able to pick a prize. If the team members disconnect at any time, they must put all their prizes back in the basket and begin again.
- Begin the game and allow all teams to finish. If the game seems too easy, place the baskets far enough so that it takes the entire group linking in order for the last person to reach the basket.

#### **Process the Activity**

- Invite the group to connect the activity with the Scripture reading. Encourage them to consider what would have happened if they had tried to help their teammates using only words, instead of actions.
- Help the young people to connect the requirement of actively helping one another in the relay to the requirement of loving one another with our actions in Christian life.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 158–159 in its place.

### Core Teaching

- Remind the young people that Jesus tells us in the Gospels that love is the Great Commandment.
- Share that we are called to continue to spread Jesus' love on Earth by serving and helping others, even when doing so requires us to make a sacrifice.
- Point out that we are called to love others with both our words and our actions. Explain that loving with our actions means giving our lives for others, like Jesus did. Emphasize that we can "give our lives" by offering our time and energy, our talents and skills, or our money and possessions for the good of other people.
- Share with the group that love doesn't hurt others or separate us from one another; love is always healing.
- Remind the young people that the Sacraments of Healing share the love of God and of the community with an individual. Explain that we can also share healing love by forgiving someone who has hurt us and by apologizing to someone we have hurt.
- Talk about solidarity using the following points:
  - **Solidarity** is one of the Catholic social teaching principles.
  - Solidarity means that we recognize that we are all united, we are all connected, and we are called to care for one another.
  - Solidarity helps us to understand that each person is important and each person impacts the community in some way.
  - Solidarity helps us to recognize that we are responsible to others and are called to love and serve them: people are more important than possessions or status.
  - When we love others, we love God.
- Ask the young people some questions to check for comprehension, such as the following:
  - What did Jesus say was the greatest commandment? (*love*)
  - How do we show our love to others? (*through our words and actions*)
  - What is solidarity? (*a Catholic social teaching principle that reminds us that everyone is connected to one another and everyone is important*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page.
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Chiara Lubich, and encourage the young people to say, "Servant of God Chiara Lubich, pray for us," during the next week. Explain that "Servant of God" is the first step to official Church recognition as a saint, or canonization.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- “Spreading the Good News of Salvation,” page 14
- “Grace,” page 42
- “God’s World Is for Everyone,” page 62

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them.
  - Love is the Great Commandment in the Christian life.
  - The death and Resurrection of Jesus are great acts of love for us.
  - Love is shown in words and actions.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week’s mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### **Closing Prayer**

- Ask the young people to turn to the “Act of Love” on page 1994 in *The Catholic Children’s Bible*.
- Begin prayer by leading the young people in the Sign of the Cross and saying, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Pray the “Act of Love” together. Then end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture readings to each team:
  - Micah 6:8 (Love constantly)
  - Matthew 5:23–24 (Reconcile with others)
  - Mark 12:28–31 (The Great Commandment)
  - Romans 13:8,10 (Love one another)
  - Colossians 3:12–14 (To all these qualities add love)
  - 2 John verses 5–6 (Love is the command)
- Distribute blank paper, and ask each team to write two sentences. The first sentence should summarize the passage, and the second should explain how this Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- strips of colored paper
- tape
- pens or markers

### Human Chain (15 minutes)

- Distribute strips of colored paper to the young people, and invite them to picture human connectedness like a chain, with every human being linked together.
- Ask the group to write their names on one of the strips of paper and tape the ends together to form the first link of a chain.
- Ask them to think of someone who impacts their lives, write that person's name on a strip of paper, and add it to their link.
- Invite the young people to think of someone who impacts that person's life, add that name to the chain on a link, and continue. Encourage them to name people who indirectly affect someone, like a person who designs a desk, or a person who paves a road.
- Make one large paper link while the group is working, and write "God" on it.
- Give the group about 10 minutes to complete this project, then bring all the chains together and link them to the "God" link.
- Remind the young people that we are all God's children, we are all united, and we are called to love and help everyone.

**Materials Needed**

- a computer with internet access
- a computer projector
- small pieces of poster board
- markers

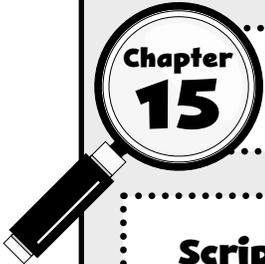
**CST 101 Solidarity (15 minutes)**

- Watch the video “CST 101 | Solidarity,” published by Catholic Relief Services (YouTube, 3:56).
- Remind the group that solidarity is more than just a nice feeling that we are connected to others: It is a commitment to connect ourselves to others and to be with them on their journey.
- Arrange the young people into teams of two or three. Distribute a small piece of poster board and some markers to each team, and invite them to create a poster depicting solidarity and how they can live it out.
- Invite the teams to share their posters with the large group. Encourage the young people to point out any similarities among all the suggestions for living out solidarity.

Chapter  
**15**

# We Ask Jesus for Healing




**Chapter  
15**

## Lesson at a Glance

### Scripture Focus

Luke 7:1–10

### Lesson Goals

- to state that the root of asking for something in prayer is humility
- to identify that faith and trust are part of prayers for healing
- to name some ways we can ask Jesus for healing in faith and trust

### Catechism Pillar

Pray

### Catechism Reflection

1504, 2559–2565, 2607–2615, 2631

### Key Word

humility

### Music Suggestions

- “Jesus Heal Us,” by Ellary (Ellary)
- “Faithful,” by Steven Curtis Chapman (Sparrow Records)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 15 activity booklet
- a board or poster to write on
- Pin the Tail on the Donkey poster and paper tails
- tape or sticky-tack
- bandannas
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

When Jesus taught his disciples to pray, he taught them to come to God with humility. In the Our Father, we ask for many things that we need: daily bread, forgiveness, and strength to resist sin.

Humility is not a characteristic that is highly regarded in today’s society. Society often tells us to be independent, in charge of our destiny, and to demand all that is coming to us. Yet our faith teaches us that all we are and all we have comes from God. It is all a gift, and we are completely dependent on the giver, our loving Father.

In the Scripture passage for this chapter, Jesus performs another miraculous healing, and just as notable as the healing is the faith, trust, and humility of the Roman officer. This officer is a model of true faith for us. When we humbly come to God with faith and trust, we know that our loving God will be with us through all our difficulties.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 15 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Ask a volunteer to pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Write the words *humility* and *pride* on the board, and ask the group to think about these words for a few seconds.
- Invite the group to explain what these words mean, and write their answers under each of these words on the board.
- Summarize by telling the group these two words are opposites. Define *humility* and *pride* in these or similar terms:
  - The word **humility** comes from the word *humble*, and it means we try to see ourselves as we truly are. (Both words derive from the Latin word *humus*, meaning "earth." We indirectly call people *humble* when we say that they are "down to earth" or "don't put on airs" and act as if they were above others.) Humility is truth about ourselves. We view both our strengths and our weaknesses realistically. Humility means that we do not deny our gifts or skills, but we do not think of ourselves as better than others and we recognize that we depend on God and on other people.
  - *Pride* means that a person is self-centered and thinks of himself or herself as the most important person. (Note: You may need to distinguish the sin of pride from the modern usage of *pride* meaning being happy and celebrating who we are and what makes us unique.)
- Explain that the Scripture passage for this lesson is about a very important man who came to Jesus for help with humility.



## Dive In! (15 minutes)

### Scripture Focus

- Ask the young people to find Luke 7:1–10 in *The Catholic Children's Bible* (page 1591).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three, and direct them to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. The servant was sick and about to die. 2. The officer did not deserve to have Jesus come to his house, but if Jesus just gave the order, his servant would get well. 3. Jesus had never found faith like this, not even in Israel.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with the group:
  - The officer's humility allowed him to see that Jesus had even greater authority and power than he himself did.
  - The officer showed great faith and trust in Jesus by asking him to heal his servant.
  - At Mass, we remember that God can heal us physically and spiritually.
- Encourage the young people to remember this Scripture story the next time they are at Mass, and to ask Jesus to heal them of their sins, praying with the same humility the officer showed.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to think of situations in which they could act more humbly.
- Encourage the group to ask God to help them be humble when they are preparing to ask for something this week.

**Tell It!**

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the youth for the points they remember. Help them with any key points they leave out.

**Discover! (25 minutes)****Core Learning Activity****Pin the Tail**

- Prepare a poster ahead of time for Pin the Tail on the Donkey (or the animal of your choice) and make three or four paper tails, each a different color. Bring tape or sticky-tack to attach the tails to the poster.
- Divide the group into three or four teams and explain that they will be playing Pin the Tail on the Donkey. Give each team one of the paper tails and note which color went to each team.
- Explain that in each round a blindfolded person from each team will have five seconds to put the tail in the right place.
- Tell the group that there is a small twist in the game: The blindfolded person will have one chance to pin the tail on the donkey on their own. Tell the group that if the person is not successful the first time, they will have the option to ask one teammate, who is not blindfolded, to help them place the tail in the correct location by offering verbal directions (left, right, up, or down). Tell them that if the person is confident in her or his abilities, she or he can try to pin the tail the second time without help from a teammate.
- Explain that each person will have a maximum of two tries to pin the tail on the donkey.
- Ask the first participants from each team to come to the front of the room. Blindfold a participant and turn him or her in a circle a couple of times. Position the participant in front of the donkey and allow this individual to try to pin the tail. After a first attempt, ask if the participant would like a teammate's help.
- Note the tail that is pinned closest to the correct location and congratulate that team. Then invite the second team member forward and distribute the tails once again. Continue until everyone has had a chance.

**Process the Activity**

- Encourage the group to compare how it felt to admit they needed help with how humble the Roman officer was to ask for Jesus' help. Share that their trust in their teammates to guide them accurately can be symbolic of the officer's trust in Jesus' power to heal.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 168 in its place.

### Core Teaching

- Explain to the young people that being humble does not mean being weak or shy. Tell them that it means that we realize we are dependent on God; that everything we have or do comes from God.
- Point out that when we come to God in prayer, we know that we are asking for something we need from God who gives us all good things. Share that we believe that God sees all things and knows what we truly need.
- Tell the group that we often have difficulties in our lives: we get hurt, we try something and fail, or we feel unloved. Explain that during these times, we can humbly go to God for help and healing.
- Talk about prayers of faith and trust, using the following points:
  - Every time we pray, we come to Jesus with faith and trust that he will hear and answer our prayers.
  - We ask for healing at Mass during the Liturgy of the Eucharist, just before receiving Holy Communion, with the humility and faith of the Roman officer's prayer: "Lord, I am not worthy / that you should enter under my roof, / but only say the word / and my soul shall be healed" (*Roman Missal*).
  - We acknowledge our weaknesses and ask God for healing other times at Mass: In the Introductory Rites we ask for forgiveness in the Penitential Act (when we pray, "Lord, have mercy" [*Roman Missal*]). We also ask for help and healing for ourselves and others in the Prayers of the Faithful, also called the General Intercessions.
  - There are many Catholic prayers that ask for healing and acknowledge our trust in God. They include the Our Father, the Act of Contrition, the Act of Hope, and the Confiteor (which is sometimes part of the Penitential Act in Mass).
  - We can also ask for healing in any prayer we say to Jesus by praying from our hearts.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.

- Ask the young people some questions to check for comprehension, such as the following:
  - What does it mean to be humble? (*realizing we are dependent on God and others, seeing ourselves as we truly are*)
  - What are some ways we ask Jesus for healing? (*in prayers at Mass, with traditional Catholic prayers for healing, and by praying from our hearts*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Blessed Solanus Casey, and encourage the young people to say, “Blessed Solanus, pray for us,” during the next week.



### ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- “What Is Prayer?” page 64
- “Sources of Prayer,” page 66
- “Distraction and Dryness in Prayer,” page 66

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - The root of asking for something in prayer is humility.
  - Faith and trust are part of praying for healing.
  - We can ask Jesus for healing in faith and trust.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Ask the young people to turn to the Act of Hope on page 1994 in *The Catholic Children's Bible*.
- Begin prayer by leading the young people in the Sign of the Cross and saying, "Let us remember that we are in the holy presence of God." Follow with a few seconds of silence while the young people prepare themselves.
- Pray the Act of Hope together. Then end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Materials Needed

- cardstock

### Materials Needed

- a computer with internet access
- a computer projector
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture references to each team:
  - Deuteronomy 8:17–18 (God gives power)
  - Jeremiah 9:23–24 (Boast only about your knowledge of God)
  - Matthew 6:9–13 (The Lord's Prayer)
  - Matthew 8:5–13 (Matthew's account of the Roman officer)
  - John 15:16 (The Father gives what we ask for)
  - Romans 12:3 (Humility)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the passage and the second should describe how this Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Thank-You Note (15 minutes)

- Invite the group to think about abilities they have and what they are good at doing.
- Encourage the group to then think about comforts and luxuries they have in their life. This could include things they might take for granted such as running water and hot meals.
- Remind the group that everything comes from God; we are completely dependent on God for everything we have.
- Distribute the cardstock, and ask the young people to write thank-you cards to God for all the things they have been given that help them to be who they are.

### Day by Day (15 minutes)

- Watch the video "'Godspell' Cast Takes It 'Day by Day' in the Recording Studio" (YouTube, 3:27).
- Arrange the young people into teams of two or three. Distribute blank paper, and ask each team to write their own "Three Things I Pray" to God.
- Ask the teams to share their lists with the large group.
- Invite the group to discuss why they asked for these things and what these things will help them do.

# Discover!

Finding Faith in Life

## Unit 4

### Jesus Calls Us

#### Chapter 16

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#### Chapter 18

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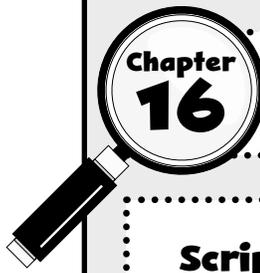
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Chapter  
**16**

# We Are Called by God




 Chapter  
**16**

## Lesson at a Glance

### Scripture Focus

1 Samuel 3:1–10

### Lesson Goals

- to state that each of us is called by God to help build up the Kingdom
- to recall that we are each called in a unique way through a vocation
- to identify the Sacrament of Holy Orders and the Sacrament of Matrimony as the Sacraments at the Service of Communion

### Catechism Pillar

Believe

### Catechism References

542, 567, 1533–1666

### Key Words

Kingdom of God, vocation, Sacraments at the Service of Communion

### Music Suggestions

- “Called to Serve,” by Calee Reed (Shadow Mountain Records)
- “Build Your Kingdom Here,” by Rend Collective (Rend Collective Experiment)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 16 activity booklet
- copies of verses from 1 Samuel 3:8–10, cut apart
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

Each of us has been uniquely and personally called to help bring about the Kingdom of God that Jesus proclaimed in the Gospels. We do this by loving God and loving and serving others. We are called to live intentionally, to plan, to dream, and to accomplish. By discerning our daily choices, we can help build a world that recognizes that all people are created in the image of God.

Living out our vocation is one of the key ways we build the Kingdom of God. God calls each of us to a life in which we use our gifts and talents to love others. Matrimony and Holy Orders, the Sacraments at the Service of Communion, give married couples and deacons, priests, and bishops the graces they need to build the Kingdom in the community of their family or parish.

The good news is that we are not alone. As we are called by God, we are loved by God. We can trust that the Holy Spirit will lead us, guide us, and protect us.

**Get Ready! (10 minutes)****Opening Prayer**

- Invite the young people to turn to page 1 of the chapter 16 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross, then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

**Engage Activity**

- Ask the group what they recall from chapter 7, when they read the story of David being anointed by Samuel.
- Invite a few volunteers to share what they remember, then remind the group that in chapter 7 they learned that David was intentionally chosen by God and empowered by the Spirit to follow God's plan—and so are we.
- Ask the group what they recall from chapter 10, when they read about the gifts the Spirit gives each person.
- Invite a few volunteers to share what they remember, then remind the young people that God gives us both the Gifts of the Spirit and unique gifts to help us fulfill God's plan for us.
- Conclude by telling the group that this session will also focus on how each of us has been personally called by God to follow God's will and love others in a unique way.

**Dive In! (15 minutes)****Scripture Focus**

- Ask the young people to find 1 Samuel 3:1–10 in *The Catholic Children's Bible* (page 371).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three, and direct them to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. He answered, "Yes, sir!" and ran to Eli. 2. Eli said, "I didn't call you." 3. To say, "Speak, Lord, your servant is listening" when he was called again. 4. "Speak; your servant is listening."*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 in the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them questions about the reading and the key words to check for comprehension.
- Review some of the key points with them:
  - God called Samuel.
  - God calls us and has a plan for each of our lives.
  - We are called to build up the Kingdom of God by living out our vocation and loving others.
- Explain that the **Kingdom of God** is the reign or rule of God over the hearts of people. Tell the group that the Kingdom of God is also called the “reign of God” and that God reigns wherever someone does the will of God.
- Remind the young people that, in his preaching, Jesus said the Kingdom of God is at hand, which means we can experience it and help to build it up now.
- Point out that we experience the Kingdom only somewhat now, because we are still on Earth, but we will experience it fully in Heaven.
- Explain that God’s specific plan for each of us is called our **vocation**. Tell the group that we love and serve God and others through our vocation. Share that living out our vocation helps us become holy and build up the Kingdom.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Encourage the group to spend time in silence each day. Acknowledge that it is difficult to be quiet. Suggest they begin with one minute and see if they can build up to three minutes of silence each day.

### Tell It!

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the young people for the points they remember. Help them with any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Scripture Verse Line-Up

- Prepare by printing or writing, in large letters, the verses from 1 Samuel 3:8–10 on three separate sheets of paper. Write verse 8 on one sheet, verse 9 on the second sheet, and verse 10 on the third sheet. Cut the verses apart so that there are two to four words on each piece of paper. Keep the cut-up verses in separate piles according to number.
- Arrange the young people into three teams.
- Randomly distribute the papers from verse 8 to each person on one team, the papers from verse 9 to each person on another team, and papers from verse 10 to each person on the last team. Team members can have more than one piece of paper.
- Tell the teams that the goal is to line up so their verse from today's Scripture passage reads in order. Everyone should hold their papers in front of them so they can read the verse from left to right.
- Explain that if team members have more than one piece of paper and the words on their pieces do not line up, they can hand one of the pieces to a teammate to hold in place in another spot.
- Allow time for the teams to line up in word order. When each verse is correct, read it out loud and congratulate the teams.

#### Process the Activity

- Ask the young people to consider why it was important for each person to do his or her part to put the verse in order. Explain that just as each person had unique and specific words to put in order and each piece of paper was needed to complete the game, each person here has a unique and specific vocation and each person is needed in the community.
- Encourage the young people to discuss why verses 8–10 were chosen. Invite volunteers to share what these verses mean to them.
- Conclude by reminding the group that Samuel was called by God to do important work. Tell them that although our vocations might not seem as extraordinary as Samuel's, they are still essential to the Church and valuable to God.

#### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 177 in its place.

## Core Teaching

- Remind the young people that God calls each of us personally to our vocation and that every vocation builds up the local community and the universal Kingdom of God. Emphasize that every vocation serves other people.
- Tell the group that vocations can call us to be married, consecrated in religious life, or ordained as a deacon, priest, or bishop.
- Point out that within each of these vocations, we are called to live out that life in a unique way according to our gifts. Explain that all married couples do not live their call the exact same way.
- Connect the Kingdom of God with vocation, using the following points:
  - We build up the Kingdom by doing God’s will—following God’s plan for our life—and teaching others about God.
  - To build the Kingdom, we live in a way that helps create a world that fulfills our Christian values of love, forgiveness, and helping others in need.
  - We can help others build up the Kingdom by encouraging the best in them.
  - Each choice we make can help build God’s Kingdom.
- Discuss the Sacraments at the Service of Communion, using the following points:
  - The **Sacraments at the Service of Communion** are the Sacrament of Matrimony and the Sacrament of Holy Orders.
  - Both Marriage and Holy Orders are vocations.
  - They are “at the Service of Communion” because these vocations call people to serve and build up the Church, the communion of believers.
  - Both of these vocations are permanent, so they have their own special sacrament.
- Ask the young people some questions to check for comprehension, such as the following:
  - God has a plan for each of us. What is that plan called? (*vocation*)
  - What is the true purpose of every vocation? (*Each vocation builds the community and the Kingdom of God and serves others.*)
  - What are the Sacraments at the Service of Communion? (*the Sacrament of Matrimony and the Sacrament of Holy Orders*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Saint Ignatius of Loyola, and encourage the young people to say, “Saint Ignatius, pray for us,” during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## ***We Know and Live Our Faith***

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- “God’s World Is for Everyone” (second paragraph), page 62

Read aloud, or invite a volunteer to read, the selection as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure the following points are made, write them on the board, and circle them:
  - Each of us is called by God to help build up the Kingdom.
  - Each of us is called in a unique way through a vocation.
  - The Sacrament of Holy Orders and the Sacrament of Matrimony are the Sacraments at the Service of Communion.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week’s mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### **Closing Prayer**

- Remind the group that in the Our Father, we pray for God’s Kingdom to come.
- Lead the young people in the Sign of the Cross and say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite everyone to pray the Our Father together.
- Close with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the group into teams of two or three and assign one of the following Scripture references to each team:
  - Matthew 6:31–33 (Kingdom of God)
  - Mark 12:32–34 (Kingdom of God)
  - Luke 13:18–19 (Kingdom of God)
  - Romans 14:8 (We belong to the Lord)
  - 1 Corinthians 4:20 (Kingdom of God)
  - 1 Thessalonians 2:12 (Kingdom of God)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how the passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- color-by-number sheets
- markers, crayons, or colored pencils

### Color by Teamwork (15 minutes)

- Download and print simple color-by-number sheets. These can be found online.
- Divide the group into teams. The number of people on each team should correspond with the number of colors on the team's color-by-number sheet.
- Give each person on the team one marker, crayon, or colored pencil, and announce they are only allowed to use that one color. Team members cannot trade colors.
- Invite the teams to complete their pictures.
- Invite each team to show the large group their picture. Discuss the significance of each color and how each color contributed to the picture.
- Remind the group that each person has a unique vocation and each person is called to contribute to the Kingdom of God.

### Materials Needed

- a computer with internet access
- a computer projector
- a board or poster to write on
- blank paper

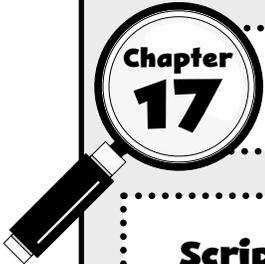
### What's God's Plan for Me? (15 minutes)

- Watch the video "God Has a Plan for Me (Jer. 29:11)," published by God's Kids Worship Band—Topic (YouTube, 3:32).
- Write the lyrics "God has a plan for me," "God's plan is good for me," and "If I trust I will see" on the board.
- Arrange the young people into teams of three or four.
- Distribute blank paper. Ask each team to choose one of the song lyrics on the board and to then draw a picture or a diagram showing what that statement means in their lives. Invite each team to share its pictures with the whole group.
- Close by reminding the young people that following God's plan for them will lead them to a fulfilling and meaningful life.

Chapter  
**17**

# Called Together as One




**Chapter  
17**

## Lesson at a Glance

### Scripture Focus

John 2:1–11

### Lesson Goals

- to identify that marriage is a covenant between two people
- to name the key elements of the marriage rite
- to describe the effects of the Sacrament of Matrimony

### Catechism Pillar

Celebrate

### Catechism References

1601–1666

### Key Word

covenant

### Music Suggestions

- “Wedding Song (There Is Love),” by Ernie Rettino (Maranatha! Music)
- “This Is Love,” by Natalie Grant (Curb Records, Inc.)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 17 activity booklet
- a board or poster to write on
- sheets of newspaper, one for each pair of young people
- masking tape
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

Love is powerful. Love can transform people, making them more positive, more charitable, and more loving themselves. Those who know and feel love cannot help but extend love to others. God loves us completely and calls each of us to be transformed by love into someone better, someone more giving and more devoted to serving others.

Marriage is a vocation that reflects this love. Married couples are called to unity, to love each other and serve the Church as one. With the grace of God, their commitment and devotion to each other is a witness to God’s commitment and devotion to all people.

At the wedding in Cana, Jesus helps the bride and bridegroom when they run out of wine. Jesus’ first miracle shows his love and concern for this couple. By helping them in this context, he also blesses marriage itself. The transformation of water into wine can remind us of the incredible transformation that love can bring about in people.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 17 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Invite the group to share any experience they have had at a wedding. Encourage them to share what they remember about that event, including what they saw, heard, felt, etc.
- Create a mind map with the word *marriage* on the board. Circle *marriage*, and then add key words to the mind map by writing words from the young people's descriptions of a wedding event, circling them, and then drawing lines to connect them to the word *marriage*.
- Explain that today's Scripture is about a wedding that Jesus and his mother attended in Cana. Tell the young people that it was at this wedding that Jesus performed his first miracle. Ask the group if they happen to know what that miracle was. If they do not know, tell them that they will find out by reading the Scripture passage.



## Dive In! (15 minutes)

### Scripture Focus

- Ask the young people to find John 2:1–11 in *The Catholic Children's Bible* (page 1650).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. Do whatever he tells you. 2. Fill the jars with water, draw some water, and take it to the man in charge. 3. It turned into wine. 4. He performed it at a wedding in Cana in Galilee. 5. He revealed his glory. His disciples believed in him.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 in the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Turning water into wine was Jesus' first miracle.
  - The disciples believed in Jesus because of this miracle.
  - Marriage is a vocation. Those who are called to marriage are called to be an example of love for others.
- Conclude by explaining that marriage is a **covenant** between two people. Remind the young people that a covenant is an unbreakable promise or vow that unites people. Tell the group that, in marriage, the man and woman freely enter into the covenant and agree to live as part of this new union, instead of acting solely on their own behalf.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Encourage the young people to pray for the couple that came to mind each night this week. If some cannot think of a couple who recently married, invite those individuals to pray, in general, for all newly married people, that they might continue to grow in love and to be an example of love for others.

### Tell It!

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the young people for the points they remember. Help them with any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Paper for a Pair

- Prepare for the activity by creating a starting line on the floor. The starting line should be 20 to 30 feet from a wall.
- Arrange the young people into two teams, and invite the young people to pick a partner from among their teammates. If a team has an odd number of people, instruct them to choose one person to run the relay twice with a different partner.

- Distribute a single sheet of newspaper to each pair and tell the pairs that they must hold the newspaper between them while they move across the room, touch the far wall, and return to the starting line. If the newspaper falls, they must return to the starting line and begin again.
- Instruct the pairs not to use their hands to hold the paper. Suggest that they try to hold the newspapers between them at their shoulders, hips, or heads instead.
- Begin the relay, cheer on the pairs, and encourage everyone to finish.

**Process the Activity**

- Invite the young people to talk about moving together with the newspaper without using their hands.
- Encourage the group to draw connections between working together as a pair in the relay and how married couples are called to work together in the unity of marriage.
- Invite the group to consider what it took to be successful in the relay and what it takes to be successful in marriage and with a family.
- Conclude by reminding the group that we are all called to support one another and build up the Kingdom in different ways depending on our vocation.

**Additional Activity Options**  
 If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 185 in its place.

**Core Teaching**

- Remind the young people that Matrimony is one of the Sacraments at the Service of Communion. Recall that married couples are called to work together, to be united, and to be a reflection of God’s love to all people. Share that couples raising children are a reflection in particular of God’s life-giving love and his love for us as his children.
- Remind the group that marriage is a covenant between two people, as it involves a promise that cannot be broken.

- Explain the key elements in a marriage rite, which typically takes place during a Mass:
  - Vows: These are the promises that the couple makes to each other.
  - Blessing and exchange of rings: The rings symbolize the vow of marriage.
  - Nuptial blessing: This is the prayer the priest or deacon prays to ask the Holy Spirit to be with the couple.
- Explain the effects of the Sacrament of Matrimony:
  - Marriage Bond: Marriage is established by God as a covenant between two people, so it can never be dissolved.
  - Grace: Grace helps the couple grow in their love for one another and reflect God’s love to all people.
- Ask the young people some questions to check for comprehension, such as the following:
  - What is a covenant? (*an unbreakable promise that unites two people*)
  - What are the key elements of the marriage rite? (*vows, blessing and exchange of rings, and nuptial blessing*)
  - What are the effects of marriage? (*marriage bond and grace*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Louis and Zélie Martin, and encourage the young people to say, “Saints Louis and Zélie, pray for us,” during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



### **We Know and Live Our Faith**

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- “The Sacrament of Matrimony,” pages 40–41

Read the selection aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - Marriage is a covenant between two people.
  - The key elements of the marriage rite are vows, exchange of rings, and a nuptial blessing.
  - The effects of the Sacrament of Matrimony are the marriage bond and grace.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Begin prayer by leading the young people in the Sign of the Cross and saying, "Let us remember that we are in the holy presence of God," followed by a few seconds of silence.
- Invite the young people to name some married couples whom they know and would like to pray for.
- End by praying the following:
  - We thank you, Lord, for the married couples whose names we mentioned and all the married couples in our lives whom we love. We ask you to bless their marriages and help us to support them in their vocations. In your name we pray. Amen.
- Close with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture readings to each team:
  - Genesis 1:26–28 (God made male and female and blessed them)
  - Genesis 2:21–24 (God made woman from the man's rib)
  - Matthew 19:5–6 (Two become one)
  - Mark 10:7–9 (Two become one)
  - Ephesians 5:33 (Husbands must love wives, wives must respect husbands)
  - Hebrews 13:4 (Marriage is to be honored)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how the passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- cardstock
- markers or colored pencils
- stickers or other simple art supplies

### Congratulations! (15 minutes)

- Assign each young person a couple who is currently going through the marriage preparation process or has been married at your parish in the last couple of years.
- Distribute cardstock, markers or colored pencils, and other craft supplies. Ask the young people to create a congratulations card that includes something they learned about marriage during today's lesson.
- Collect the cards and send them to the couples.

### Materials Needed

- a computer with internet access
- a computer projector
- blank paper

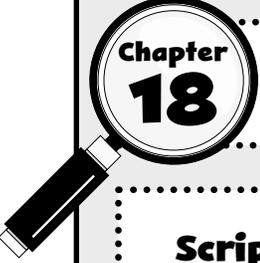
### Wisdom of Pope Francis (15 minutes)

- Watch the video "Pope Francis' advice to married couples" (YouTube, 2:26).
- Write the statement "Love is stronger than an argument" on the board.
- Distribute blank paper, and ask the young people to write down three relationships they currently have with others and how this statement applies to each of those relationships.
- Invite volunteers to share their lists and thoughts.

Chapter  
**18**

**Called  
to  
Serve  
God's People**




 Chapter  
**18**

## Lesson at a Glance

### Scripture Focus

John 20:19–23

### Lesson Goals

- to state that in the Sacrament of Holy Orders certain men are ordained to serve God's people
- to identify which sacraments bishops, priests, and deacons are empowered by the Holy Spirit to celebrate
- to state that the Sacrament of Holy Orders involves a lifetime commitment to service

### Catechism Pillar

Live

### Catechism References

1536–1600

### Key Words

ordained, crosier

### Music Suggestions

- "Love God, Serve Others," by Beloved (TraTo Records)
- "I Send You Out," by John Angotti on the album *Angotti Live* (World Library)

### Materials Needed

- *The Catholic Children's Bible* and the chapter 18 activity booklet
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

### Background Reflection

In this lesson's Scripture passage, Jesus sends his disciples to be representatives for himself, to help and guide the people of God. In the Sacrament of Holy Orders—a Sacrament at the Service of Communion—the men who answer the call to ordained priesthood are called to a life of helping people live God's Word more fully and of guiding them throughout life.

Bishops, priests, and deacons share with the Church those once-in-a-lifetime moments of grace in Baptism, Confirmation, and Marriage. They also minister to the Church in the repeatable Sacraments of Reconciliation, the Eucharist, and Anointing of the Sick.

Becoming ordained through the Sacrament of Holy Orders is a lifetime commitment, and those who are called to this vocation represent Christ himself. Bishops, priests, and deacons represent Christ uniquely when they celebrate the sacraments. Here they act in the person of Christ, communicating Christ's grace to believers and making Christ's presence visible in the community. Those called are responsible to show the people of God an image of God's love, goodness, and forgiveness.

**Get Ready! (10 minutes)****Opening Prayer**

- Invite the young people to turn to page 1 of the chapter 18 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say “Amen,” and then close with another Sign of the Cross.

**Engage Activity**

- Invite the group to think about all the duties of their parish priest.
- Ask the group to share their ideas and write these tasks on the board. If someone says “serve people,” write it on the board and circle it.
- Explain that today’s session will focus on Holy Orders, which is the call to serve God’s people in a unique way as Christ’s representative.

**Dive In! (15 minutes)****Scripture Focus**

- Ask the young people to find John 20:19–23 in *The Catholic Children’s Bible* (page 1704).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. They were afraid of the Jewish authorities. 2. Peace be with you. 3. They were filled with joy. 4. Receive the Holy Spirit. If you forgive people’s sins, they are forgiven; if you do not forgive them, they are not forgiven.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

**Understand It!**

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Jesus sent his disciples into the world as the Father sent Jesus.
  - The disciples’ mission was to serve the people of God.
  - The Sacrament of Holy Orders is a lifelong commitment to service.
- Conclude by explaining that there are three degrees of Holy Orders: bishops, priests, and deacons.

**Live It!**

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Write the names of the bishop, priests, and deacons on the board.
- Consider adding the names of seminarians in your diocese as well. If there are many, assign one or two names to each young person to pray for.
- Remind the group that those called to Holy Orders need our daily prayers.

**Tell It!**

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the young people for the points they remember. Help them with any key points they leave out.

**Discover! (25 minutes)****Core Learning Activity****It's All About Balance**

- Explain that this game is a game of balance. Everyone will try to stand on one foot for 2 minutes. If during the 2 minutes they lose their balance, they can put their foot on the floor and make an adjustment, then try to balance again.
- Ask the young people to keep track of the times they put their foot on the floor to readjust.
- Begin the game. After 2 minutes, briefly discuss with the group how difficult it was to balance. Invite volunteers to tell the group how many times they had to rebalance.
- Call half the group by name and invite them to stand in front of the room. Tell them they will have a special role in the next part of the game.
- Invite the rest of the group to pair up with the others who are standing in the front of the room. The pairs should be facing in the same direction. Tell the young people standing behind the others that they will be asked to balance on one foot again, but this time they will be able to use the assistance of the person in front of them to help them with their balance.
- Explain that those who will balance will be allowed to place their hands on the shoulders of their partner instead of putting their foot on the floor to rebalance.
- Begin the second round of the game.

**Process the Activity**

- Invite the young people to talk about the difference between balancing by themselves and balancing with help from a partner.
- Encourage the group to draw connections between being supported by someone and the role of support and care that bishops, priests, and deacons provide to the Church.

- Invite the group to discuss Jesus' sending his disciples to continue his mission, and the ways men called to Holy Orders carry out Jesus' mission. Encourage the group to consider how the sacraments that these men celebrate help to continue Jesus' mission.
- Conclude by reminding the group that no matter what our vocation, we all build up the Kingdom and carry out Jesus' mission. Explain that the men who are called to Holy Orders serve the faithful and support our vocations.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 193 in its place.

### Core Teaching

- Remind the group that the Sacrament of Holy Orders is a Sacrament at the Service of Communion.
- Discuss the point that certain men are called to serve God's people in a special way and, in the Sacrament of Holy Orders, the bishop ordains these men to serve the Church for their entire lives.
- Explain that **ordained** life is a vocation. Tell the young people that we use the term "ordained" to refer to any man who has received the Sacrament of Holy Orders. Point out that it is a call from God, not simply an option anyone can choose.
- Tell the young people that priests promise obedience to the bishop, or, if they are a religious order priest, to their superior (the head of the religious order).
- Describe the three degrees of Holy Orders, using the following points:
  - Bishops serve the Church by teaching and overseeing parishes in a certain area, called a diocese.
  - In the Gospel of John, Jesus calls himself the Good Shepherd. Jesus leads and teaches his followers like a shepherd leads his sheep. He also protected his followers (and all people) by dying to save us from sin.
  - Bishops are called to be shepherds, to lead, teach, and protect the Church as Jesus did.
  - The staff a bishop carries is called a **crosier**. It is curved at the top, like a shepherd's staff, as a reminder that he represents Christ, our shepherd.
  - Priests are coworkers of bishops and serve the people in a particular parish. The main job of a priest is to celebrate the sacraments with his parishioners.
  - Deacons help priests and bishops. The word *deacon* comes from a Greek word meaning "servant." Deacons serve by helping in the parish, assisting at Mass (including proclaiming the Gospel and giving homilies), and leading ministries to serve those in need.

- Explain that as successors to the Apostles, bishops can celebrate all of the Seven Sacraments; priests can celebrate all sacraments except Holy Orders; deacons can celebrate Baptism and Marriage.
- Share that the Holy Spirit empowers these men to celebrate the sacraments. Tell the group that the grace of Holy Orders gives ordained men the authority to act in the person of Christ.
- Ask the young people some questions to check for comprehension, such as the following:
  - What are the three degrees of Holy Orders? (*bishops, priests, and deacons*)
  - Who can celebrate which Sacraments? (*Bishops can celebrate all sacraments; priests can celebrate all sacraments except Holy Orders; deacons can celebrate Baptism and Marriage.*)
  - Who empowers men who are called to Holy Orders? (*the Holy Spirit*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Blessed Stanley Rother, and encourage the young people to say, "Blessed Stanley Rother, pray for us," during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



### ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- "The Sacrament of Holy Orders," page 37
- "The Ordination of Priests," page 38
- "The Ordination of Bishops," page 39
- "The Ordination of Deacons," page 39
- "The Laying on of Hands," page 40

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - In the Sacrament of Holy Orders, men are ordained to serve God's people.
  - Bishops can celebrate all of the Seven Sacraments; priests can celebrate all sacraments except Holy Orders; deacons can celebrate Baptism and Marriage.
  - The Sacrament of Holy Orders involves a lifetime commitment to service.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Remind the group that those called to Holy Orders help strengthen our faith. Invite the group to turn to the Act of Faith on page 1994 in *The Catholic Children's Bible*.
- Explain that this will be the closing prayer, and then lead the young people in the Sign of the Cross. Say, "Let us remember that we are in the holy presence of God," followed by a few seconds of silence.
- Pray the Act of Faith together and end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture readings to each team:
  - Matthew 9:36–38 (Pray for more workers)
  - Matthew 28:19–20 (Commissioning the disciples)
  - Luke 6:13 (Call of the Apostles)
  - Luke 10:1–2 (Jesus sent men to preach; pray for workers)
  - Acts 1:8 (You will be witnesses)
  - Titus 1:7–9 (Qualities of a Church leader)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how the passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- a board or poster to write on
- blank paper

### Any Questions? (15 minutes)

- Choose a seminarian from your parish or diocese and write his name on the board.
- Brainstorm questions that the group might have for this seminarian.
- Distribute blank paper to the young people, and ask them to write a quick note to the seminarian asking a question or two.
- Collect the notes and send them to the seminarian. Consider inviting the seminarian to speak with the young people in order to answer their questions in person.

### Materials Needed

- a computer with internet access
- a computer projector
- blank paper

### Sacraments 101 (15 minutes)

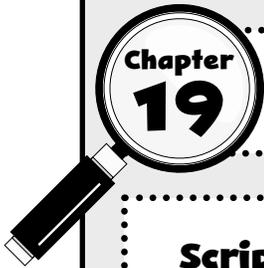
- Watch the video "Sacraments 101: Holy Orders (what ordination means)" (YouTube, 8:00).
- Arrange the young people into teams of two or three. Distribute blank paper, and ask each group to list three ways that those called to Holy Orders care for the spiritual needs of the people and three ways those called serve the Church.
- Invite each group to read its list.

Chapter

19

# We Are Called to Serve the Poor





# Lesson at a Glance

## Scripture Focus

James 2:14–24

## Lesson Goals

- to explain that true faith means action for good and not just words
- to identify service to the poor as the vocation of all Christians
- to name different ways we can serve the poor, both directly and indirectly

## Catechism Pillar

Live: Catholic Social Teaching

## Catholic Social Teaching Focus

Option for the Poor and Vulnerable

## Catechism References

1397, 1815, 2044–2046, 2208, 2443–2449

## Key Word

vulnerable

## Music Suggestions

- “Scandal of Mercy,” by Thomas Muglia (Saint Mary’s Press)
- “We Are Called,” by Mary Verdi (Verdi Music)

## Materials Needed

- *The Catholic Children’s Bible* and the chapter 19 activity booklet
- a board or poster to write on
- slips of paper in a basket
- a small cross or other object hidden in the learning space
- a container with the separated mission strips
- materials for any of the additional activities you choose

## Background Reflection

The Option for the Poor and Vulnerable is a principle of Catholic social teaching that reminds us that we must imitate Jesus, who focused on those in need. It encourages us to look for those who might need our help. The Catholic Church, in fact, teaches that by celebrating the Eucharist we commit to helping the poor.

The poor in society are often easy to spot: those in need of food, clothing, or shelter. We are called not only to help these people with their immediate needs but also to work for systemic change so that their situation is not repeated with future generations. The vulnerable are also all around us, but they are sometimes more difficult to see than the materially poor. We are called to pay attention to and to help those who are in danger of being mistreated, intimidated, or harassed.

Often, we see troubling situations and think that someone should do something about it. This lesson’s Scripture passage and this principle of Catholic social teaching remind us that the someone is us. We are the ones called to put our faith in action because, as James reminds us, faith without works is useless.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 19 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Write "Catholic social teaching" on the board, and invite the group to think back to the other lessons that taught principles of Catholic social teaching.
- Invite the group to name or describe the principles that have been covered. As the group talks, write "Care for God's Creation," "Life and Dignity of the Human Person," and "Solidarity" on the board.
- Talk about these principles, and discuss ways that the young people are living these principles each day.
- End the discussion by announcing that this session will focus on another principle of Catholic social teaching.



## Dive In! (15 minutes)

### Scripture Focus

- Ask the young people to find James 2:14–24 in *The Catholic Children's Bible* (pages 1912–1913).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. dead, useless, 2. by offering his son Isaac on the altar, 3. by our actions, not by our faith alone*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 in the activity booklet, or have a volunteer read it.
- Explain to the young people that **vulnerable** means being in danger of being mistreated, threatened, or harassed.

- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Remind the young people that in the chapter on solidarity, they read from 1 John 3:11–18 and learned that real love is shown in actions, not just words. Explain that it is the same with faith, and if we truly have faith in God, we will show it by the way we live.
- Review some of the key points with them:
  - We must do more than just say we believe in God. We must show it with our actions.
  - All Christians are called to imitate Jesus by serving those in need.
  - We are called to help the immediate needs of the poor and vulnerable and work for changes so that all people can live a better life.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Ask the group to brainstorm specific ways a fifth grader can help the poor and vulnerable, both directly and indirectly. Write their ideas on the board.
- Tell the group that these ideas will help them complete the activity in the booklet later in the session.

### Tell It!

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the young people for the points they remember. Help them with any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### Household Charades

- Prepare strips of paper with the names of household appliances, such as refrigerator, coffee pot, blender, iron, washing machine, toaster, TV, computer, etc., and put them in a basket.
- Arrange the young people into two teams, and explain that the group will play a simple game of charades.
- Explain that they will take turns drawing a slip of paper from the basket and acting like the appliance on their paper. Tell the group that the actor's own team will have one minute to guess the appliance being acted out.
- Explain that if the actor's team has not guessed the correct appliance at the end of one minute, the other team can guess.
- Remind the group that the actor cannot use any words or sounds whatsoever.
- Begin the game and play as long as time allows.

### Process the Activity

- Invite the group to talk about the difficulty of acting out and guessing the appliances.
- Encourage the group to draw connections between the actions in the game that were important to demonstrate the appliance and our actions as Christians that are important in showing that we love and serve God and others because of our faith.
- Invite the young people to consider what our faith would be like if we did not put it into action.
- Emphasize that our actions show others who we are. Explain that we must do more than just talk about serving the poor; we must truly work to help others in need.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 201 in its place.

### Core Teaching

- Remind the group that Catholic social teaching is a list of principles that help us to respect other people and the Earth more fully.
- Point out that the principles Care for the Poor and Vulnerable and Life and Dignity of the Human Person are connected. Explain that we cannot understand or follow one of these principles without the other.
- Share that during his ministry, Jesus went out of his way to notice, to love, and to heal the most vulnerable people. Remind the young people that some people didn't like what Jesus did. Explain that at that time, religious people often avoided the poor and vulnerable, especially if they had a disease or had publicly sinned.
- Emphasize that we are called to love and help the vulnerable as Jesus did, whether they are considered "valuable" to society or not. Share that serving the poor and vulnerable is part of everyone's vocation.
- Explain that we are called to show our faith by our actions, to make a difference in someone's life by our service. Tell them that this could include giving our money, possessions, or time to help those in need.

- Explain that actions don't just express our faith. Tell the group that our actions make our faith perfect by reinforcing what we believe. Recall that James says that putting our faith into action brings us closer to God and puts us in right relationship with God.
- Remind the group that we are also called to pray for the poor and to ask God to help us see opportunities to serve the poor. Tell them that we can also pray for more generous and caring hearts.
- Ask the young people some questions to check for comprehension, such as the following:
  - What are some ways we can directly help the poor? (*giving money, possessions, and time*)
  - What are some ways we can indirectly help the poor? (*praying for the poor, praying to see opportunities to help, praying for generous and caring hearts*)
  - No matter what our vocation, what are all Christians called to do? (*help the poor*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Juan Diego, and encourage the young people to say, "Saint Juan Diego, pray for us," during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



### ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- "The Equal Dignity of the Human Person," page 61
- "God's World Is for Everyone," page 62

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## Go! (10 minutes)

### Lesson Wrap-Up

- Ask the group to think of all they learned in this lesson.
- Ask a few volunteers to share points from the lesson. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - True faith means action for good and not just words.
  - Service to the poor is the vocation of all Christians.
  - We can serve the poor directly by giving our money, possessions, and time. We can also serve them indirectly by praying for them and for ourselves to be open to serving them.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week's mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### Closing Prayer

- Invite the group to turn to the Prayer of Saint Francis of Assisi on page 1995 in *The Catholic Children's Bible*.
- Lead the young people in the Sign of the Cross and say, "Let us remember that we are in the holy presence of God." Allow a few seconds of silence.
- Invite the group to pray the prayer with you, and then close with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three, and assign one of the following Scripture readings to each team:
  - Tobit 4:7–11 (Give to the poor)
  - Sirach 17:22 (God treasures giving)
  - Isaiah 58:6–7 (Kind of fasting)
  - Matthew 25:33–40 (Final judgment)
  - 1 Timothy 6:17–19 (Be rich in good works)
  - James 2:1–5 (Treatment of those who are poor)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how the passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- a pair of socks for each young person
- various packaged fruits and nonperishable snacks
- blank paper
- markers

### Socks and Snacks (15 minutes)

- Place fruit and snacks on a table and explain that the group will be creating a gift for homeless people.
- Distribute a pair of socks to each young person, and ask them to fill the socks with pieces of fruit and snacks. Invite them to imagine the person who will receive this gift.
- Distribute blank paper and markers, and ask the young people to include a note that tells recipients they are praying for them.
- Invite the group to discuss how this activity connects with the Catholic social teaching principle Care for the Poor and Vulnerable.
- Collect the socks and donate them to a homeless shelter.

### Materials Needed

- a computer with internet access
- a computer projector
- a board or poster to write on
- blank paper
- markers or colored pencils

### CST 101: Option for the Poor and Vulnerable (15 minutes)

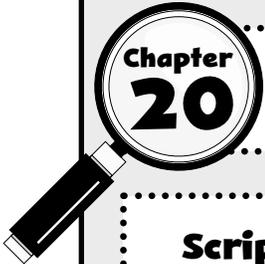
- Watch the video "CST 101 | Option for the Poor and Vulnerable" (YouTube, 4:27).
- Write on the board the three ways to care for the poor that Fr. James Martin talks about in the video: being charitable, loving the poor, and knowing the poor.
- Arrange the young people into teams of two or three. Distribute blank paper and markers or colored pencils, and ask each team to draw three pictures, each demonstrating one of these categories.
- Invite each team to share and describe its pictures with the larger group.
- Challenge the group to do a few of the actions that were illustrated this week.



Chapter  
**20**

# Jesus Calls Me




**Chapter  
20**

## Lesson at a Glance

### Scripture Focus

Ephesians 4:1–16

### Lesson Goals

- to recall that we are each an important part of the Body of Christ, the Church
- to identify that Jesus calls us to build up the Body of Christ using our unique gifts
- to state that we can discover our own vocation through prayer and discernment

### Catechism Pillar

Pray

### Catechism References

738–739, 790–795, 800, 951, 1988

### Key Word

discernment

### Music Suggestions

- “Go Make a Difference,” by Steve Angrisano & Tom Tomaszek (OCP and spiritandsong.com)
- “We Are the Church,” by maxiPraise (maxiPraise)

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 20 activity booklet
- cardstock crosses
- tape
- a board or poster to write on
- a small cross or other object hidden in the learning space
- a container with the last mission strip
- materials for any of the additional activities you choose

### Background Reflection

In the Scripture passage for today’s lesson, we are reminded that there is a standard we as Christians must live up to. We are called to be humble, gentle, patient, and tolerant, and we are called to preserve unity. Each of us has been given gifts to help build up the Body of Christ through love.

The sacraments help us in our mission. In Baptism, we are given an indelible mark that signifies we are a child of God. In Confirmation, we are anointed and strengthened by the Holy Spirit to do God’s will. In the Eucharist, we share in the Body and Blood of Christ. We can be healed spiritually or physically through Penance and Reconciliation and Anointing of the Sick, and each of us has been given a vocation that is essential and valuable to God.

Each of us has a purpose to our lives. The main way that we discover this purpose, our vocation, is through prayer. We are all a part of the Body of Christ and have unique gifts. By sharing our gifts and respecting the gifts of others, we build up the Kingdom of God and help bring hope and love to the world.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the chapter 20 activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Pray aloud the prayer on page 1 of the activity booklet. Invite everyone to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Invite the group to think of the last time they prepared or helped prepare a dish in the kitchen.
- Ask them to name some of the ingredients in the dish.
- Encourage the group to acknowledge that all the ingredients have a specific purpose and ask them what would happen if they left an ingredient or two out of the recipe.
- Explain that the session today will remind them that each of us is important and needed in the Church.



## Dive In! (15 minutes)

### Scripture Focus

- Ask the young people to find Ephesians 4:1–16 in *The Catholic Children's Bible* (pages 1844–1845).
- Invite the young people to follow along as you read the Scripture passage aloud.
- Arrange the young people into teams of two or three. Direct the teams to use the Bible to answer the numbered questions on page 2 of the activity booklet. *Answers: 1. the standard God set when he called us; 2. humble, gentle, and patient; by being tolerant with one another; 3. a special gift in proportion to what Christ has given; 4. to prepare all God's people for the work of Christian service, in order to build up the Body of Christ; 5. The whole body grows and builds itself up through love.*
- Read aloud the two questions in the box on page 2 of the activity booklet. Invite the young people to share and discuss their responses.

### Understand It!

- Read the Understand It! on page 1 in the activity booklet, or have a volunteer read it.
- Invite the group to summarize what they just heard, asking them key questions about the reading to check for comprehension.

- Review some of the key points with them:
  - Everyone is an important part of the Body of Christ.
  - We are called to use our gifts and to recognize and encourage the gifts of others.
  - By spending time in prayer, listening to God, and paying attention to events in our lives, we can discover our vocation.

### Live It!

- Read Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Encourage the young people to write down the names and gifts of some people they know. Invite them to offer a silent prayer for these people, that they may use their gifts in the best way possible. Have the young people include a prayer for themselves as well, that they too may continue to discover their gifts.

### Tell It!

- Invite one or more volunteers to retell the Scripture story in their own words.
- Affirm the youth for the points they remember. Help them with any key points they leave out.



## Discover! (25 minutes)

### Core Learning Activity

#### The Search

- Prepare for this activity by cutting small crosses out of cardstock, one for each young person. For each young person's cross, write that person's name on all four bars of the cross. Cut the cross into four pieces so that there will be four pieces of a cardstock cross with that young person's name on each piece. Hide all of the pieces separately throughout the room.
- Explain to the group that for each person, there are four small pieces of cardstock with that person's name on them hidden around the room. Explain that they will be given a few minutes to find their own pieces.
- Tell the young people that if they find another person's piece of cardstock, they must leave it in its place, but they can tell that individual where it is hidden.
- Begin the activity when all understand. When all the pieces have been found, invite the young people to tape the parts of their cross together, creating the cross.

#### Process the Activity

- Invite the young people to talk about finding the pieces of cardstock and creating their cross.
- Encourage the group to draw connections between searching for the pieces of their cross and discovering where God is leading them.
- Invite volunteers to share their experience of helping someone else find a piece of his or her cross or of being helped by someone.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 208 in its place.

### Core Teaching

- Remind the young people that the gifts God gives to us are special and unique to each person. Tell them that all of us have been called by God to build up the Kingdom and we are each called in a unique way through a vocation. Emphasize that all vocations are important.
- Recall that each baptized person is a part of the Body of Christ. Highlight that we participate in building up the Body of Christ when we use our unique gifts to serve and love God and others.
- Tell the group that we can actively discover our vocation by prayer and **discernment**. Explain that discernment means prayerfully listening to God and paying attention to where God might be leading us. Share that discernment includes paying attention to the people and events around us.
- Explain that everyone discovers her or his vocation in different ways and at different times.
- Recall that today's Scripture reminds us that when each part works together the whole body is built through love. Tell the group that all of our gifts, used together, are what build up the Body of Christ, the Church.
- Review how the sacraments help us grow as a community of faith, using the following points:
  - In Baptism, we become a part of the Body of Christ.
  - In Confirmation, we are anointed and strengthened by the Holy Spirit to do God's will.
  - In the Eucharist, we are nurtured by the Body and Blood of Christ.
  - In Penance and Reconciliation and Anointing of the Sick, we are healed spiritually and/or physically.
  - In Holy Orders and Matrimony, we recognize that each of us has been given a vocation that is essential and valuable to God and that builds the Body of Christ.
- Remind the young people to pray that they may continue to discover their gifts and their vocation.
- Ask the young people some questions to check for comprehension, such as the following:
  - How do we participate in building up the Body of Christ? (*by discovering and utilizing our unique gifts*)
  - How do we discover our own vocation? (*by prayer and discernment*)
- Invite the young people to turn to page 3 of the activity booklet and complete the activity at the top of the page. *Answers will vary.*
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Elizabeth Ann Seton, and encourage the young people to say, "Saint Elizabeth Ann Seton, pray for us," during the next week.

**Note:** If you have additional time, you may have the young people color the Scripture verse at the bottom of page 2 or answer the journal question at the bottom of page 3 in the activity booklet.



## ***We Know and Live Our Faith***

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- “What Is Prayer?” page 64
- “Sources of Prayer,” page 66
- “Distraction and Dryness in Prayer” + activity, pages 66–67

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. Then invite the young people to begin the activity, or have them complete it with their families at home.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Ask the group to think of all they learned in this session.
- Ask a few volunteers to share points from the session. Affirm all correct statements and revisit those that might need modification.
- Ensure that the following points are made, write them on the board, and circle them:
  - We are each an important part of the Body of Christ, the Church.
  - Jesus calls us to build up the Body of Christ using our unique gifts.
  - We can discover our own vocation through prayer and discernment.
- Encourage the young people to search for the object you have hidden in the room. Invite the person who finds the object to randomly select this week’s mission challenge from the remaining mission strips.
- Ask the young people to locate in the mission booklet the challenge that was selected. Have them mark it so that they remember to complete the challenge within the next week and to reflect on that challenge in the booklet.



### **Closing Prayer**

- Tell the group the closing prayer will be “A Prayer to Jesus,” by Saint Richard of Chichester.
- Ask the group to turn to page 1993 in *The Catholic Children’s Bible*.
- Lead the young people in the Sign of the Cross and say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Pray the prayer together and end with the Sign of the Cross.

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*
- blank paper

### Where Else in the Bible? (15 minutes)

- Arrange the young people into teams of two or three and assign one of the following Scripture readings to each team:
  - Romans 12:4–6 (Body of Christ, different gifts)
  - 1 Corinthians 7:7 (Each has a special gift from God)
  - 1 Corinthians 12:4–6 (Different gifts)
  - Galatians 3:26 (All are God's children)
  - Colossians 1:17–18 (Christ is the head of the body)
  - 1 Timothy 6:12 (God called you)
- Distribute blank paper, and ask each team to write two sentences. Explain that the first sentence should summarize the Scripture passage and the second should describe how this Scripture passage relates to today's lesson.
- Ask a spokesperson from each team to share their sentences with the larger group.

### Materials Needed

- a staff member to talk with the group
- blank paper

### How Do You Use Your Gifts? (15 minutes)

- Invite a staff member from your parish (such as a DRE, pastoral associate, or director of Christian service) to talk briefly with the group, highlighting how he or she uses his or her gifts in the service of the Church.
- Talk with the young people, before this staff member's arrival, about this person's role in both the local church and the universal Church. Distribute blank paper, and invite the young people to write down three questions they have for the staff member.
- Collect these questions and ask some of them at the end of the staff member's talk.

### Materials Needed

- a computer with internet access
- a computer projector
- blank paper

### Top Ten (15 minutes)

- Begin by reminding the group that Mother Teresa of Kolkata (Calcutta), now Saint Mother Teresa, spent her life helping the poor and inspiring people to serve one another and those most vulnerable.
- Tell the group that they will watch a video featuring quotes from Mother Teresa's writings and speeches. Distribute blank paper, and invite the young people to write down one quote from the video that inspires them to discern and live out their vocation.
- Watch the video "Mother Teresa Quotes—Catholic Speaker Ken Yasinski Inspirational quotes by St Teresa of Calcutta" (YouTube, 2:48). Pause or replay sections of the video as necessary so the young people can write down their quotes.
- Invite volunteers to share the quote they chose. Lead a group discussion about the ways these quotes call us to live as members of the Body of Christ.

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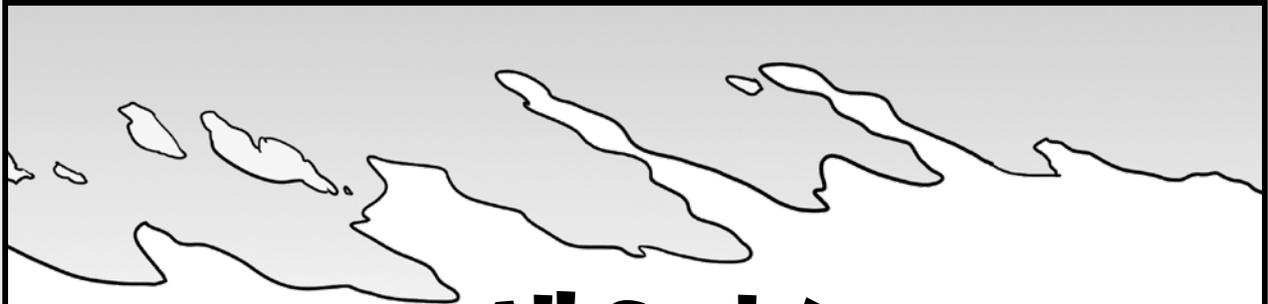
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## All Souls' Day



# From Death to New Life





## Lesson at a Glance

### Scripture Focus

Romans 6:3–9

### Lesson Goals

- to recognize that All Souls' Day is the day we pray for those who have died
- to explain that All Souls' Day follows All Saints' Day in the liturgical calendar so that we can spend these two days remembering those who have gone before us in faith
- to define death as not an end to life, but a change or transfer to life forever

### Catechism References

1020–1032, 1038–1041

### Key Words

Holy Souls, Purgatory

### Music Suggestions

- "I Am the Bread of Life," by Jaime Thietten (Alturas Productions)
- "We Will Rise Again," by Mark Fortino & Ellen Tuttle (Mark Fortino & Ellen Tuttle)

### Materials Needed

- *The Catholic Children's Bible* and the All Souls' Day activity booklet
- a board or poster to write on
- blank index cards
- markers, crayons, or colored pencils
- cardboard tubes from paper towel rolls, one for each young person
- blank paper
- yellow construction paper flames, one for each person
- clear tape
- black felt pens or gel pens
- materials for any of the additional activities you choose

### Background Reflection

The solemnities of All Saints (November 1) and All Souls (November 2), together with All Saints' Eve (Halloween, October 31) give us good reason to reflect on death and the passage to the fullness of life in God.

The feast day of All Saints celebrates those who are with God in Heaven. The commemoration day of All Souls celebrates those who have died but may still be in Purgatory—a state of purification, waiting, longing, and looking forward to full life with God. We name these waiting souls "the Holy Souls." Perhaps our friends and relatives are among them. In any case, the Holy Souls appreciate our prayers for them, and they in turn are praying for us.

Life after death is life with God. Yet life with God is truly a whole new life that is beyond human thought. On All Souls' Day, the entire Catholic world remembers and prays for those with whom we still share a deep bond of love and the promise of eternal life with God.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the All Souls' Day activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross, then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet. Invite all the young people to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Invite the young people to share any experiences they may have had with attending a Catholic funeral. Encourage them to share what they remember about what was said, sung, or done as part of these rites.
- Write key points on the board and correct any misunderstandings.
- Explain that in this lesson, the young people will learn more about All Souls' Day and how we honor and pray for those who have died.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find Roman 6:3–9 in *The Catholic Children's Bible* (page 1776).
- Explain that in this passage, when Saint Paul says, "We have died with Christ," he means that we have joined Christ and died with him in Baptism, so that even now we are living a new life. Point out that life will continue into eternal life.
- Invite the young people to follow along as you read the Scripture passage aloud. Then ask them several questions to check for comprehension, such as the following:
  - How were we buried with Christ and did we share his death?  
(Verse 4: *in Baptism*)
  - Because we are one with Christ in dying, in what other way shall we be one with him? (Verse 5: *We shall be one with him by being raised to life as he was.*)
  - Because we have died with Christ in Baptism, what do we believe?  
(Verse 8: *We believe that we shall also live with him.*)
- Have the young people turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. death, 2. live, 3. one, one, 4. Christ, 5. die*

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to summarize what they just heard, asking key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Saint Paul compares Baptism to death and life. The immersion into water is a comparison to death. Coming up from the water is a comparison to life.
  - We died with Christ in Baptism and we have new life now as followers of Christ. Later, we will have an eternal new life.
  - We are one with Christ. And since Christ will never die again, neither will we.
- Summarize by reminding the young people that Saint Paul met the Risen Christ on the road to Damascus, and it changed his life. Explain that Paul spent the rest of his life helping others to believe that Jesus Christ was raised from the dead and that we will live forever with him.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Distribute blank index cards and markers, crayons, or colored pencils. Give the young people time to write the prayer on the index card and to decorate it.
- Encourage them to keep this card in the family car or in their backpack so that they can pray it whenever they are reminded of someone's death. Tell them that if they are alone, they can read both the leader and the response parts.

### Tell It!

- Invite volunteers to recount the passage in their own words.
- Affirm the young people for the points they remember. Help them with key points that they may have left out.



## Discover! (25 minutes)

### Core Learning Activity (Craft)

#### Baptismal Candles

- Prepare a sample baptismal candle to show the group, following the directions below.
- Have ready precut yellow flames from construction paper, one for each person, with a tab at the bottom for attaching it to the cardboard tube.
- Make a list of the baptismal dates of your group, finding the information from registration lists or from other sources your DRE may suggest.

- Explain that at Baptism, each of us received a baptismal candle, symbolizing the presence of Christ in our lives. Ask the group whether anyone has their baptismal candle at home. Tell them that they will make a reminder of that baptismal candle today, because the candle means that the light of Christ in us will never die—it will last into eternity and forever—as long as we keep the light of Christ burning in our lives.
- Distribute the cardboard tubes and blank paper. Have clear tape available to every two or three young people.
- Show the young people how to roll the paper evenly around the tube and then tape it tightly in place. Suggest that they help one another to hold the tubes, roll the paper, and tape the edges.
- Distribute the yellow flames. Show the young people how to tuck the tab into the top of the candle and tape it inside the top of the tube, so that only the flame shows at the top.
- Distribute the black felt pens. Ask the young people to write their baptismal names and the dates of Baptism on their candles. (They do not need to write their last names.) Consult your list of baptismal dates and help the young people learn and record on their candles this important date. If you do not have access to their baptismal date, encourage them to ask someone at home and to fill it in at a later time.
- Ask the young people to write on their candles the names of those among their family and friends who have died. Suggest that the group observe a moment of silence so that the young people can recall and write down names.

### Process the Activity

- Invite the young people to consider the meaning of the candle's flame: It reminds us of God, because it is alive and moving and active, and it gives us light and shows us the way when we are in darkness.
- Explain that, at Baptism, we received the light of Christ into our lives, the light that can never be put out. Explain that the flame of the candle is a sign of eternity.
- Encourage the young people to celebrate the date of their Baptism each year as the beginning of their life with God, a life that will never end.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 218–219 in its place.

### Core Teaching

- Remind the group of the days that we celebrate at this time of year: Halloween (All Hallows' Eve, or All Saints' Eve), All Saints' Day, and All Souls' Day. Explain that all these celebrations in some way remember those who have gone before us in faith. Recall that Halloween is the Eve of All Saints' Day, and, originally, people dressed up as saints and celebrated eternal life with God. Explain that on All Saints' Day, we celebrate those holy people who are with God in Heaven, whether we know their names or not.

- Introduce All Souls' Day as the day we pray for those who have died and those who may still be waiting to enter Heaven. Tell the group we call these people "the **Holy Souls**."
- Point out that parishes celebrate this day in different ways. Explain that some parishes distribute blank lists, and families are asked to list those they wish to be remembered at Mass on All Souls' Day. Point out that some parishes list on banners in the church the names of those who have died, and some parishes provide space for pictures of those who have died in the past year to be displayed in church. Share that all during the month of November, Masses will be said for those who have died.
- Explain that those who have died and are waiting to enter Heaven are said to be in **Purgatory**: The word *purgatory* means "purification." Explain that not everyone dies completely without sin. Explain that Purgatory is not really a place, but a state of being, and in Purgatory, we are purified of all sin so that we are ready to enter Heaven.
- Remind the young people that death is simply the separation of our soul from our body: Our souls go to God, and our bodies go to the earth. Reinforce that death is not the end of life, but a change or transfer to life forever with God, a life we began in Baptism. Affirm that death is a normal part of life, but it is not easy for us.
- Recall that we can look to Jesus, who died and conquered death for us, to give us the strength to face death when it comes to our families and friends, and then when it comes to us one day. Explain that All Souls' Day gives us the chance to pray for those who have died, and that one day, people will be praying for us.
- Remind the young people that All Souls' Day helps us to think about what we are doing in our time on Earth and helps us resolve to follow Jesus and to live a life of love and service.
- Ask the young people some questions to check for comprehension, such as the following:
  - What special days do we celebrate at this time of year? (*Halloween, All Saints' Day, and All Souls' Day*)
  - What do we call the people who have died but who have not yet entered Heaven? (*the Holy Souls*)
  - What is Purgatory? (*the state of being in which we are purified of all sin so that we can enter Heaven*)
  - What is death? (*It is the separation of our souls from our bodies. It is not the end of life but a change or transfer to life with God, a life we began in Baptism.*)
  - Who gives us the strength to face death? (*Jesus, who died and conquered death for us*)
  - What does All Souls' Day help us to do? (*It helps us pray for those who have died, to think about what we are doing in our time on earth, and to resolve to follow Jesus in a life of love and service.*)
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about the Holy Souls, and encourage the young people to say, "Holy Souls, pray for us," during the next week.



## ***We Know and Live Our Faith***

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- “Salvation and Death” + “Try This!,” page 15
- “Indulgences,” page 41

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. Then invite the young people to begin the activity, or have them complete it with their families at home.



### **Go! (10 minutes)**

#### **Lesson Wrap-Up**

- Invite the young people to think back over all the different things they did in this lesson, and invite volunteers to share some of the key things they learned.
- Take some time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - All Souls’ Day is the day we pray for those who have died.
  - On All Saints’ Day and All Souls’ Day, we remember those who have gone before us in faith.
  - Death is not an end to life, but a change or transfer to life forever.

#### **Short Closing Prayer (optional)**

**Note:** Use this prayer if you do not intend to use the longer prayer service on the next page to close this lesson.

- Ask the young people to stand and hold their baptismal candles.
- Read aloud the following:
  - At your Baptism, the priest or deacon handed a candle to your family. It was lit from the big Easter candle in church, and the priest or deacon said, “Receive the light of Christ” (*Rite of Baptism for Children*). Let us pray.
  - Lord Jesus, these children of God, your brothers and sisters, have received the light of Christ in Baptism. Help them to walk always as children of light. May they keep the flame of faith alive in their hearts. When you come again, may they go out to meet you with all the saints in your heavenly kingdom. (Adapted from the lighted candle rite in the *Rite of Baptism for Children*.)
- Invite the group to respond with “Amen.”
- Encourage the young people to take their candles home and display them during the month of November.

# Prayer Service

## Keep the Flame Alive

Prepare a focal point in the prayer space or in the center of the room with a lit candle (if fire laws permit) or an electric candle next to a bowl of water. Ask the young people to stand and to hold the baptismal candles they made today. Tell the young people that they will respond, "Amen," after each statement you read.

**Leader:** At the time of your Baptism, the priest or deacon gave your family a candle lit from the big Easter candle in church and said, "Receive the light of Christ." I say to you today, "Receive the light of Christ" (*Rite of Baptism for Children*).

**All:** Amen.

**Leader:** At your Baptism, your parents and godparents were asked to keep this candle, this light of faith, burning brightly. I say to you today, "Keep the light of faith burning brightly in your hearts."

**All:** Amen.

**Leader:** For at your Baptism, you were enlightened by Christ.

**All:** Amen.

**Leader:** May you walk always as children of light.

**All:** Amen.

**Leader:** May you keep the flame of faith alive in your hearts.

**All:** Amen.

**Leader:** May all those who have died and who have gone before us in faith live forever with God.

**All:** Amen.

**Leader:** When Jesus comes again, may you and your loved ones who have gone before you in faith go out to meet him with all the saints in the heavenly kingdom.

**All:** Amen, Amen, Amen!

Encourage the young people to take their candles home and display them during the month of November.

\*This prayer service is adapted from the lighted candle rite from the *Rite of Baptism for Children*.

## Additional Activities

### Materials Needed

- examples of symbols of eternal life
- construction paper
- markers or crayons
- a board or poster to write on

### A Sympathy Card (15 minutes)

- Prepare by searching “Christian symbols of eternal life” and “Celtic symbols of eternal life” in online images. Copy a few of the simpler samples of these images to show to the group. Show, in addition to these, images of a candle (life in Christ), a wreath (God’s unending love), the outline of a fish (early Christian symbol, can be drawn three times to represent Trinity), an alpha/omega symbol (Christ, the beginning and the end), and an evergreen tree (eternal life, because this tree stays green in the winter).
- Explain that when someone we know dies, it is customary to send a sympathy card to the family. Display the various symbols of eternal life to the group.
- Distribute the construction paper and markers, or crayons
- Ask the group to fold the construction paper in half and choose a symbol to draw on the outside (front of the card).
- Write this sentence on the board: “Indeed for your faithful, Lord, / life is changed not ended” (*Roman Missal*).
- Instruct the group to print this quotation carefully inside the card. Explain that later, when they use the card and send it to someone’s family, they may also write a personal message below this message from the Funeral Mass. Add that usually a personal message includes a promise of prayers for the support of the family and for the loved one who has died.
- Encourage the young people to keep their cards in their activity folders and remember to use them or send them at the next opportunity.

### Materials Needed

- examples of symbols of eternal life (*optional*)
- blank paper
- markers, crayons, or colored pencils
- black markers

## A Family Prayer List (15 minutes)

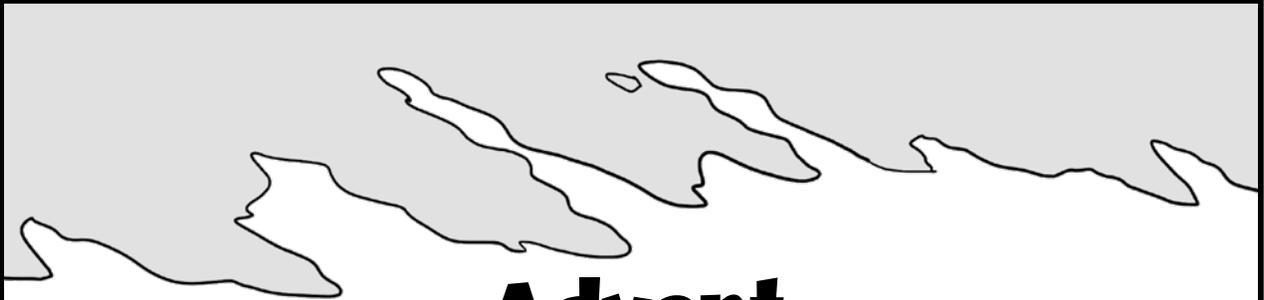
- Explain that we want to remember those in our families, and perhaps close family friends, who have died. Continue explaining that it might be helpful to keep a family list of these special people, so that we can pray for them often. Add that sometimes people keep a list in their family Bibles for this purpose.
- Distribute blank paper; markers, crayons, or colored pencils; and black markers.
- Instruct the young people to fold the paper in half. Allow them, if time permits, to draw a symbol of eternal life (as explained in the previous activity) on the outside. This will be the “cover” for their list.
- Invite them to write on the inside, using the black marker, “Family Prayer List.”
- Ask them to begin writing the names of their relatives who have died. Remind them to add the actual name of the person, for example, not just “Grandma” but “Grandma Anna” or “Grandma McShane,” so that it is clear which grandmother the family is praying for.
- Tell them to think of as many family members who have died as possible and write them down. Note that they may also want to remember close family friends.
- Encourage them to bring these lists home and complete them with their family. Note that the family should decide together where this list should be kept for easy access.

### Materials Needed

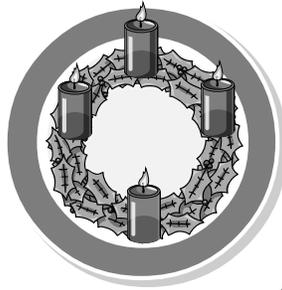
- a computer with internet access
- a computer projector
- small slips of paper

## Praying for the Dead (15 minutes)

- Show the video “Why Do Catholics Pray for the Dead? (#AskFrBarron)” (YouTube, 0:43). This short video explains that the dead have not disappeared. They are in relationship with God and are still in relationship with us. (Because it is so short, you may want to play it more than once.)
- Distribute small slips of paper to the young people, and ask them to jot down the names of those people who have died that they would like to pray for. Ask them to put this list in front of them.
- Explain that the group will say one decade of the Rosary for the people on their lists. Choose the first glorious mystery, the Resurrection, as the focus of this decade. Remind the young people that even without a rosary, they can pray the Hail Marys on their fingers.
- Begin the decade with the Our Father, continue with ten Hail Marys (the leader praying the first part and the group praying the second part, beginning “Holy Mary”), and close with the Glory Be. Note that these prayers can be found on pages 1990–1991 in *The Catholic Children’s Bible*.
- Conclude by asking the group how they felt about praying for those who have died. Encourage them to continue to send their love and prayers to the Holy Souls.

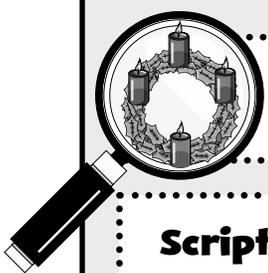


**Advent**



**Preparing  
for the  
Coming of Jesus**





# Lesson at a Glance

## Scripture Focus

Luke 1:39–56

## Lesson Goals

- to recognize that Advent is the season when we prepare to celebrate that Jesus made God’s promise come true
- to state that Mary’s special role in salvation was to be the Mother of God
- to identify Mary as someone who spoke for those who are poor

## Catechism References

456–463, 522–526

## Church Year Calendar

A Church year calendar is available in black-and-white (TX006169) and full-color (TX006170) at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

## Key Words

Advent, Magnificat

## Music Suggestions

- “Magnificat,” by Todd Agnew (Ardent Music, LLC)
- “Mary’s Song,” by Kelly Price (The Island Def Jam Music Group)

## Materials Needed

- *The Catholic Children’s Bible* and Advent activity booklet
- a board or poster to write on
- light purple and black construction paper
- masking tape
- crayons, including a white crayon (or white pencil)
- scissors, one pair for each young person
- 8½-x-11-inch sheets of adhesive paper, cut in half, two for each young person
- copies of the handout “Stained Glass Window Ornament” [TX006199], one for each young person
- small squares of colored tissue paper
- half-sheets of blank paper
- materials for any of the additional activities you choose

## Background Reflection

The season of Advent evokes deep feelings, reaching into our memories and touching our lives in a personal and spiritual way. The symbols of the season—the Advent wreath, the candles, the carols, and other preparation for Christmas—involve us in this season in a most personal way.

Yet in the life of the Church, the personal becomes communal as we experience this preparatory season together. We are not solitary pilgrims. We travel in a caravan of pilgrims as we pray together, sing together (“O Come Emmanuel!”), and prepare to welcome Jesus into our hearts yet again, together.

Let us join Mary in praise and thanksgiving, in wonder and awe. Let us join her in the Bethlehem of our own hearts, that hidden place in which the God who made the universe has chosen to dwell.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the Advent activity booklet.
- Begin prayer by leading the group in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet to the group. Invite all to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Draw a picture of a stable on the board, in outline form (a roof and two lines to indicate walls).
- Give each young person a piece of light purple construction paper and a pair of scissors. Ask the young people to draw an outline of their shoe on the paper and then cut out the shape. Ask them to write their name and the word *Advent* on the shoe.
- Give each young person a piece of masking tape. Direct them to attach the tape in a loop on the back of their shoe cutouts and then to create a line of footprints from the back of the room to the front, across the board, and ending at the stable.
- Tell the young people that today they are going to learn more about the season of Advent and how we can journey with Mary and Joseph to celebrate Christmas.

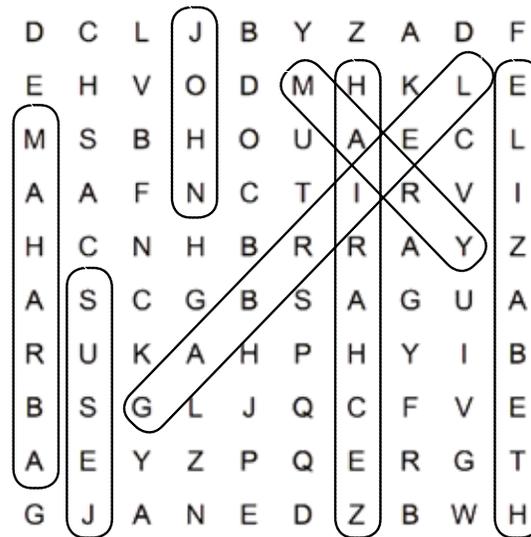


## Dive In! (15 minutes)

### Scripture Focus

- Have the group find Luke 1:39–56 in *The Catholic Children's Bible* (pages 1572–1573).
- Invite several volunteers to take turns reading the Bible story aloud.
- Explain that Elizabeth was Mary's older cousin, and that Elizabeth would soon give birth to a child, who was John the Baptist.
- Ask the young people several questions to check for comprehension, such as the following:
  - Where was Mary going on this trip? (*to visit Elizabeth*)
  - What did Elizabeth realize about Mary? (*that Mary was blessed and that she was going to bear a child, that she would be the mother of the Lord*)
  - What did Mary say in response? (*Mary sang a song of praise for all that God had done for her.*)

- Have the young people turn to the activity on page 2 of the activity booklet and complete it. *Solution:*



### Understand It!

- Read Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Mary was chosen by God to be the Mother of God.
  - Mary visited Elizabeth, who was also pregnant.
  - Elizabeth's child was John the Baptist.
  - Mary sang a song of praise in her moment of happiness.

### Live It!

- Have the young people turn to page 1 of the activity booklet. Remind them that each of us has reasons for praising God. Distribute half-sheets of paper and give the young people a few minutes to write down reasons they want to praise God.
- Invite the group to fold their papers and to keep them at home in a safe place. Ask them to write "Paper of Praise" on the top of this paper.

### Tell It!

- Have the young people briefly review the Scripture story on pages 1572–1573.
- Encourage several volunteers to stand and take turns summarizing the Bible reading for the rest of the young people.
- Fill in the missing details and gently correct any errors in the retelling of the story.

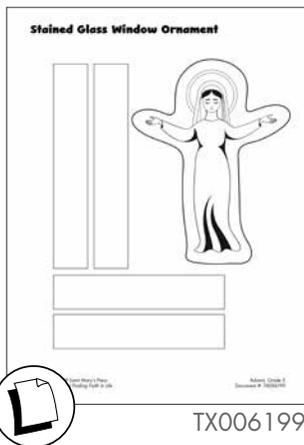


## Discover! (25 minutes)

### Core Learning Activity (Craft)

#### Advent Stained Glass Window Ornament

**Note:** The handout can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).



- Give each young person a handout, scissors, a white crayon or pencil, and a handful of squares of colored tissue paper.
- Invite the young people to cut out the rectangles from the handout, place them on the black paper, trace them, and cut them out.
- Tell the young people to color the image of Mary on the handout and then to cut it out.
- Hand out a half sheet of clear adhesive paper for each young person. Have them lay the adhesive paper sticky side up, on their desk. Tell them to be careful not to touch this sheet.
- Tell the group to lay the black rectangles on their desks (not on the adhesive paper) to make an outline of a house, using the shorter pieces for the roof and the longer pieces for the sides. Then tell them to place the picture of Mary inside it. When they are satisfied with the arrangement, they may carefully lay the pieces in the same way on the adhesive paper, being careful not to touch the adhesive.
- Ask the young people to take pieces of the tissue paper and lay them inside the house and around the figure of Mary. Explain that the pieces may overlap one another and the silhouette, but not too much. Tell them that no clear paper should show through. Explain that they should lay the tissue paper flat so that it does not bunch up.
- Give each person another half-sheet of adhesive paper to lay over the scene when the house is filled with tissue paper.
- Instruct the young people to cut around the house carefully, so that the excess adhesive paper is cut away.
- Punch a hole at the top of each young person's house, and give each one a piece of gold ribbon to put through the hole and then knot.
- Suggest that rather than keeping the ornament for themselves, they should give it as a gift to someone who may be lonely, sad, or ill. Tell the young people that you would be happy to take their ornaments to a nearby assisted living facility if they wish.

#### Process the Activity

- Explain that in the silhouette, Mary has her arms raised in prayer. Tell them that this is how the early Christians prayed. Share that sometimes people pray with their arms raised and when the priest prays at Mass, he prays with his arms raised as well.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 229–230 in its place.

### Core Teaching

- Explain that *advent* means “coming” and that **Advent** is the season of preparation for the feast of Christmas, when we celebrate the coming of Jesus into our world and into our hearts. Point out that God promised to send a Savior, and we know that, at Christmas, Jesus came to save the world. Share that in Advent we realize that, in Jesus, all of God’s promises have come true!
- Tell the young people that Advent is a time when we journey with Mary. Remind the group that Elizabeth was so happy when Mary journeyed to see her. Mary was happy too, and she sang a song of praise. We call this song of praise the **Magnificat**, from the first words in Latin, “*Magnificat anima meam,*” meaning “My soul praises.”
- Remind the group that Mary was chosen to be the Mother of God. Tell them that we call Mary the Mother of God because Jesus is fully man and fully God. Explain that God knew that Jesus had to have the best mother possible, and God chose Mary to be that very best mother! Share that this was Mary’s role in God’s plan to save us.
- Invite a volunteer to reread Luke 1:46 from *The Catholic Children’s Bible*.
- Ask, “Why was Mary praising God?” Ask volunteers to read the following verses to answer this question:
  - Verses 48–49: Mary is happy that God has remembered her and has favored her. Mary knew that God had done great things for her.
  - Verses 52–53: Mary praises God because God lifts up the lowly and cares for the poor. Mary is a voice for the poor and needy, then and now.
  - Verses 54–55: Mary praises God because God kept his promise to his people. He promised to send a Savior, and now Jesus was coming to save the world!

- Ask the young people some questions to check for comprehension, such as the following:
  - What does the word *advent* mean? (*coming*)
  - What do we prepare for in the season of Advent? (*the coming of Jesus into our world and into our hearts*)
  - When did Mary sing her song of praise? (*when she visited Elizabeth*)
  - Why was Mary praising God? (*because God had done great things for her, because God lifts up the lowly and cares for the poor, and because God is keeping his promise and sending Jesus into the world*)
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Saint Elizabeth, and encourage the young people to say, “Saint Elizabeth, pray for us,” during the next week.



### ***We Know and Live Our Faith***

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- “How Do We Know That God Exists?” pages 6–7
- “The Bride of Christ,” page 20
- “The Bridegroom Comes” + activity, pages 20–21
- “The Equal Dignity of the Human Person,” page 61

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. Invite the young people to begin the activity, or have them complete it with their families at home.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Invite the young people to think back over all the different things they did in this lesson, and invite volunteers to share some of the key things they learned.
- Take some time to get input from the young people, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Advent is the season when we prepare to celebrate that Jesus made God's promise come true.
  - Mary's special role in salvation was to be the Mother of God.
  - In her Magnificat, Mary spoke for those who are poor.

### **Short Closing Prayer (optional)**

**Note:** Use this prayer if you do not intend to use the longer prayer service on the next page to close this lesson.

- Prepare for prayer by asking the young people to think of ways to prepare for the coming of Jesus. Encourage them to think of good things to do at home and at school, and to make small sacrifices during Advent to prepare their hearts for Jesus.
- Begin prayer by leading the young people in the Sign of the Cross and say, "Let us remember we are in the holy presence of God," followed by a few seconds of silence.
- Ask the young people to raise their arms in prayer as you pray, "We thank you, God, for making Mary the Mother of God. We thank you also for the gift of your Son, Jesus, who is with us now and who will come into our hearts again at Christmas."
- Close with a final Sign of the Cross.

# Prayer Service

## A Circle of Love and Light

Gather battery-operated candles or flashlights for the young people to hold during this Advent-wreath ritual. Choose four readers from among the group. Give them a few minutes to practice reading their parts. Invite the group to gather around the Advent wreath in a circle with their candles or flashlights lit. Alternatively, you could have the young people process to the Advent wreath with their lights as you play an Advent song.

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence.)*

**Leader:** We are gathered around the Advent wreath to help us prepare to celebrate the birth of Jesus at Christmas. Each candle counts one week of this beautiful season of Advent. This week, as we gather around the wreath, let us pray:

**Reader:** Jesus, you are the light of peace. Be with us this week. Help us be peaceful. Bring peace to our families, our community, and our world.

**All:** Amen.

**Reader:** Jesus, you are the light of love. Be with us this week. Help us to be loving to all we meet, whether friend or stranger. Bring love to our families, our community, and our world.

**All:** Amen.

**Reader:** Jesus, you are the light of joy. Be with us this week. Help us to be joyful. Bring joy to our families, our community, and our world.

**All:** Amen.

**Reader:** Jesus, you are the light of faith and hope. Be with us this week. Help us to hope in you as our Savior. Bring faith and hope to our families, our community, and our world.

**All:** Amen.

**Leader:** We are gathered in a circle around the circle of the Advent wreath. A circle is a sign of God's love, a love that has no beginning and no end. Let us pray quietly for our families and friends. Let us bring them into our circle of prayer. Let us think of those who are poor and in need. Let us bring them into our circle of prayer. Let our circle of prayer include the whole world as we place ourselves today in the circle of God's love and light. We ask this in the name of Jesus.

**All:** Amen.

## Additional Activities

### Materials Needed

- paper shoes from Engage activity

### Journey to Bethlehem (15 minutes)

- Ask the group to find their paper shoes from the Engage activity, remove them from wherever they are taped, and then line up across the back of the room. Draw a stable on the board at the front of the room with simple lines for a roof and walls. Explain that we will all be making a journey to this stable together.
- Ask the young people to remember what we read in the Scripture story for today, about Mary's song. Ask questions about the reading and call on volunteers for answers. With each correct answer, the volunteer may take one giant step toward the stable and place the paper shoe on the floor. Questions can also be general knowledge questions about Advent, Scripture, or Church practices. For example: "What is the color of Advent?" "What did Mary name her baby?" etc.
- Give each person a chance to answer correctly. If someone needs help, allow that person to choose someone to whisper the correct answer privately so that all can journey to Bethlehem together.
- Celebrate reaching the stable at the front of the room by singing "Silent Night" or another familiar Christmas carol.

### Materials Needed

- paper shoes from Engage activity

### My Advent Promises (15 minutes)

- Remind the young people that Advent is the time when we remember that God kept his promises and sent his Son, Jesus, to save us. Explain that Advent is a good time to remember that Jesus asked us to be aware of the needs of others, to pray for one another, and to love one another. Tell the group that one way we can remember this during Advent is to make a promise to God.
- Ask the young people to retrieve their paper shoes from where they have been taped and to remove the tape or to lay the tape flat on the shoe.
- Invite the young people to make one or two promises to God, to be kept during Advent. Explain that this promise could be a promise of prayer or a promise to help others in some way. Brainstorm various promises that the young people could choose.
- Ask the young people to think about their promises and then to write one or two on their paper shoes, and to keep the shoe in a place where they will see it every day.

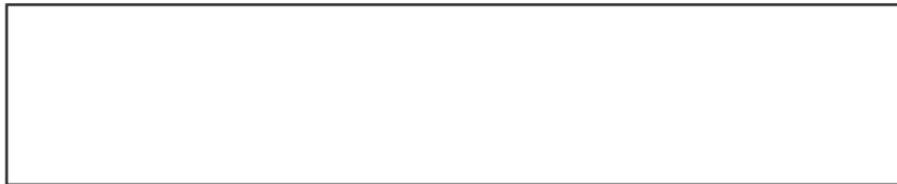
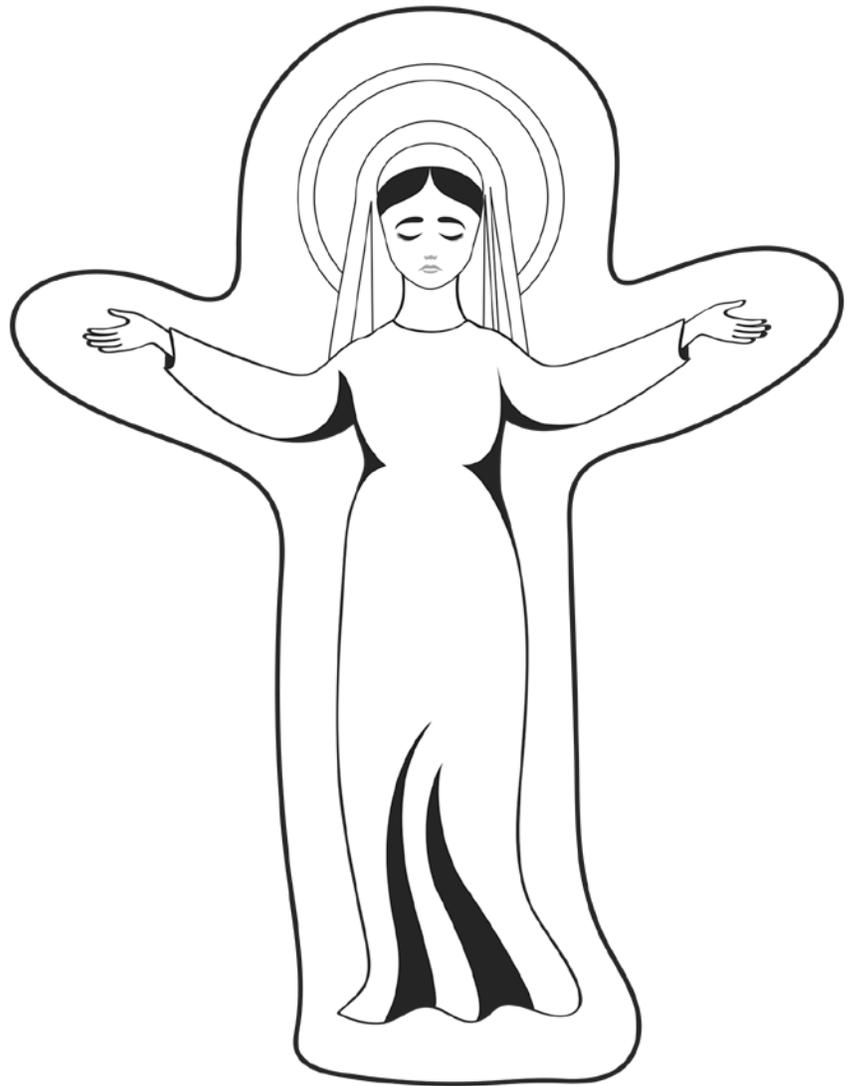
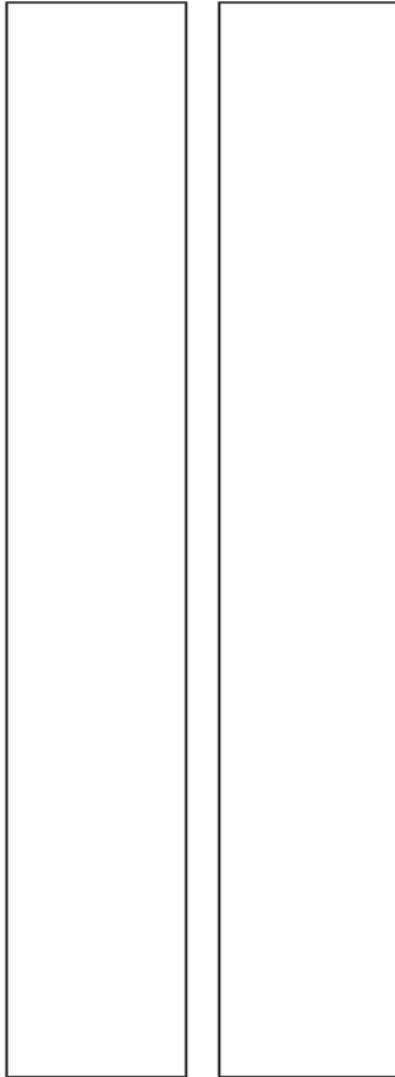
**Materials Needed**

- a computer with internet access
- a computer projector
- blank index cards

**Mary Visits Elizabeth (15 minutes)**

- View the video “Mary Visits Elizabeth|GCED|HeartFelt Bible Christmas” (YouTube, 3:21).
- Emphasize that Mary bore the gift of Jesus who came for our salvation. Tell the young people that each of us has gifts and talents that can help build the Kingdom of God on Earth.
- Distribute a blank index card to each person and ask the young people to put their name on their index card.
- Invite the young people to move around the room, exchanging their card with each person in the room. Tell them that, when they receive another person’s card, they should write a compliment about that person on the card. Continue the activity until everyone’s card has been filled with the compliments of the other young people.
- Explain that we don’t always see our gifts or think of them as small, but others can help remind us that we have gifts that we share and can be used to build God’s Kingdom on Earth.

# Stained Glass Window Ornament

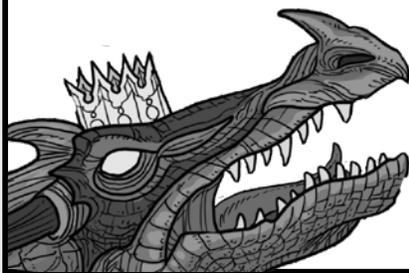




**Our Lady  
of  
Guadalupe**



**Mother  
of  
Us All**





## Lesson at a Glance

### Scripture Focus

Revelation 11:19a; 12:1–6a, 10

### Lesson Goals

- to recognize that the Church honors Mary throughout the year with various feasts
- to state that honoring Mary is not worship, which we owe only to God
- to identify Our Lady of Guadalupe as Patroness of All the Americas

### Key Words

*tilma, mestiza*

### Catechism References

721–726, 963–975

### Music Suggestions

- “Our Lady of Guadalupe,” by Angus McDonell (OCP)
- “Song to Our Lady of Guadalupe,” by Annie Karto (Windswept Records)

### Materials Needed

- *The Catholic Children’s Bible* and the Our Lady of Guadalupe activity booklet
- light brown construction paper
- copies of the handout “Our Lady of Guadalupe” (TX006195), one for each young person
- crayons, markers, or colored pencils
- several pairs of scissors
- brown yarn
- a board or poster to write on
- materials for any of the additional activities you choose

### Background Reflection

What are your images of Jesus, Mary, and Joseph? Many people living in the Northern Hemisphere may be familiar with Jesus, Mary, and Joseph depicted with blond hair, blue eyes, and pale complexions.

We can reasonably assume that Jesus, Mary, and Joseph looked Jewish or Middle Eastern; yet, when Mary appears to comfort and challenge her children, she often appears in a familiar guise, as one of the people to whom she speaks, as “one of us.” As Our Lady of Guadalupe, she looked like a Mexican of both Spanish and Aztec heritage, a *mestiza*—a woman of mixed race, often looked down upon by those of purer blood.

How silly we humans can be, putting so much emphasis on skin color or bone structure! Did God not create all of us? Our Lady of Guadalupe, in her very appearance, emphasizes that we are all worthy of dignity and respect. As she said to Juan Diego, “Am I not here? Am I not your mother?” She says the same to each one of us, no matter who we are, where we came from, or what we look like. We are all her children.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the Our Lady of Guadalupe activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite all the young people to say “Amen,” and then close with another Sign of the Cross.

### Engage Activity

- Prepare by bringing chocolate bars to the group, preferably the kind in squares that can be broken easily. (Bring a substitute candy for any young person allergic to chocolate.)
- Begin by saying, “We are going to begin today with a little treat.” Open the bars and give about four squares to each young person. Enjoy the chocolate!
- Ask the young people to share anything they have learned about Our Lady of Guadalupe. Tell them that you will share the story shortly.
- Explain that having chocolate, particularly hot chocolate, is one way that many people celebrate the feast of Our Lady of Guadalupe, which the young people will learn about in this lesson.
- Tell the young people that one custom is to go to morning Mass and have hot chocolate with breakfast afterwards. Mention that each community will vary this custom as they see fit. Note that chocolate comes from the cocoa bean and is native to South America.
- Explain that Our Lady of Guadalupe is patron of Mexico but also of all the Americas—North America, South America, and Central America.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find Revelation 12:1–6 in *The Catholic Children’s Bible* (pages 1954–1955).
- Invite the young people to follow along as you read the Scripture passage aloud. Then ask them several questions to check for comprehension, such as the following:
  - Who is having a conflict in this vision? (*the woman and the dragon*)
  - If the woman represents Good and the dragon represents Evil, who won the conflict? (*Good won, because the woman got away and her child was snatched up to God and not eaten by the dragon.*)

- Explain that we will learn more about the Church's understanding of this Scripture passage in today's lesson.
- Have the young people turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. 12, 2. 7, 3. 10, 4. 10, 5. 1, 6. 1,260*
- Explain that we do not know the exact meaning or symbolism of many of the numbers in the Book of Revelation. Tell the young people that we do know that the number twelve is the number of the Twelve Apostles, and because that is the number used to describe the stars in her crown, the woman (whom the Church identifies with Mary) is associated with the first followers of Jesus.

### **Understand It!**

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - The Book of Revelation is a book of symbols.
  - The Church sees the woman as a symbol of Mary, the Mother of God.
  - Mary is shown as powerful because she is greater than the sun, moon, and stars.
  - Her Son, Jesus Christ, was saved from Satan and taken back to God in the Resurrection.
  - Mary is with the Church and all people as a mother, especially to those who are poor, threatened, or oppressed.

### **Live It!**

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Distribute white construction paper and crayons for the cards.
- Help the young people brainstorm possible encouraging messages.
- Collect the cards and contact a local soup kitchen or outreach center to distribute the cards to those in need.

### **Tell It!**

- Invite several volunteers to retell the story in their own words.
- Affirm the young people for the points they remember. Help them with key points they may have left out.



## Discover! (25 minutes)

### Core Learning Activity (Craft)

#### Our Lady of Guadalupe Christmas Ornament (25 minutes)

- Make a sample of this ornament ahead of time to show the young people.
- Contact a children's home or assisted-living facility to ask if these ornaments may be donated. Or, you may want to purchase a small artificial tree, hang the ornaments on it, and donate the entire tree to the facility.
- Explain to the young people that they will be making four Our Lady of Guadalupe ornaments. Explain that they will be taking one home for their own Christmas tree; the other three will be distributed to a children's home or assisted-living facility.
- Distribute the light brown construction paper. Instruct the young people to fold their sheet into fourths and then to cut out the fourths (making four pieces). Explain that one piece will be needed for each ornament.
- Distribute the handout and markers, crayons, or colored pencils. Instruct the young people to color the four (red or pink dress, blue veil, gold stars) and cut them out.
- Instruct them to glue each image (lengthwise) to each one of the four pieces of brown paper.
- Distribute four 8-inch long pieces of brown yarn to each student. Show the group how to make two small slits, with scissors, at the top of each ornament, near each corner, or have them use a hole punch. Show the young people how to poke the end of the yarn through one hole and make a knot at the back, then poke the other end through the other hole and tie at the back, so that the ornament can be hung.
- Collect three ornaments from each young person for distribution to the chosen facility.

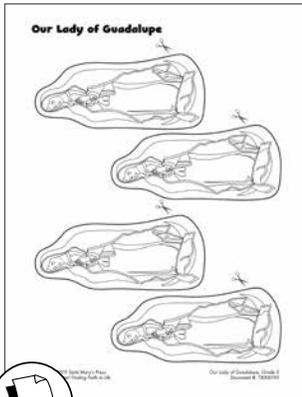
#### Process the Activity

- Tell the young people that they will learn that Our Lady often appears to those who are poor, needy, or oppressed. Explain that making these ornaments for those who are in need will remind them that Our Lady is praying for them.
- Explain that the ornament the young people take home can remind them that Our Lady is always there for them too. The ornament can remind them to pray for others who are in need and to remember to ask Mary for her prayers for themselves.

#### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 241–242 in its place.

**Note:** The handout can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).



TX006195



## Core Teaching

- Tell the story of Our Lady of Guadalupe using the following points:
  - Our Lady appeared to Juan Diego and asked him to go to the bishop to request that a church be built in that place.
  - When Juan Diego went to the bishop, the bishop did not believe that he had seen Our Lady. The bishop requested proof.
  - Juan Diego saw Our Lady again and asked for the proof. Mary told him to go to a nearby spot and gather the roses growing there. (Roses are not native to the place and it was not the right season for roses.)
  - Juan Diego found the roses and put them in his cloak. When he went to see the bishop, he opened his cloak to show the roses. The miraculous roses fell from his cloak. If you did the core learning activity (craft), explain that the brown piece of paper represented the cloak (or **tilma**) of Juan Diego.
  - Even more wondrously, on the cloak itself was the most beautiful picture of the Lady he had seen. That picture is over 500 years old and still exists, even though it was painted on a cloak made of cactus fiber that should have fallen apart long ago. The picture on the cloak can be seen at the Cathedral of Our Lady of Guadalupe in Mexico City.
- Remind the group that Our Lady herself was poor, with Saint Joseph and Jesus, and that Jesus was born, not in the palace of a king, but in a stable.
- Recall that Our Lady's appearance at Guadalupe reminds us that she cares very much for those who are poor, and it makes her happy when her children care for one another.
- Explain that all throughout the year, the Church honors Mary on various days. Remind the group of some of these days, and ask if they can name more (e.g., Our Lady of Fatima, Our Lady of Lourdes, the Feast of the Immaculate Conception, the Feast of Our Lady of the Rosary, and so on).
- Point out that honoring Mary is not worship. Explain that *worship* is what we owe to God as our Creator, who sustains our lives. Tell the group that Mary is a human being like ourselves, but she deserves special honor because she was chosen to be the Mother of the Son of God. Remind the young people that Mary is our mother too, because we are all brothers and sisters of Jesus through Baptism.
- Tell the young people that the feast day of Our Lady of Guadalupe is December 12. To mark that day, in some parishes, a vigil Mass is held the night before, with a party or fiesta afterwards. Explain that there may be a morning Mass on the feast day, followed by refreshments, like hot chocolate, because chocolate comes from the cocoa bean, which is native to South America.
- Explain that the picture of Our Lady of Guadalupe appeared on Juan Diego's *tilma*, or cloak. Explain that this is the only appearance of Our Lady in which she is pregnant, wearing the traditional belt of the Aztec pregnant woman high on her waist. Tell the group that we honor Our Lady as Mother of God, or *Theotokos*, which is a Greek word used in the Eastern Churches and which means "God-bearer."

- Explain that the image of Our Lady of Guadalupe is empowering to native peoples, because she is shown as a **mestiza**, or a woman of both the Spanish and native peoples. Explain that her image is often carried in procession in support of social justice issues, like fair wages, fair housing, etc. Further explain that, as Mother of God, she is concerned about the well-being of all of God's children, especially those who are poor and in need. Give this example: She came to give her message to someone (Juan Diego) who was poor and not among the powerful class.
- Ask the young people some questions to check for comprehension, such as the following:
  - How does the Church honor Mary? (*by celebrating various feasts throughout the year*)
  - Does the Church worship Mary? (*No, worship is due to God alone. The Church honors Mary because she was chosen by God to be the Mother of his Son.*)
  - When is the feast of Our Lady of Guadalupe? (*December 12*)
  - Where did the picture of Our Lady appear? (*on Juan Diego's tilma*)
  - What is the meaning of the belt worn high on her waist? (*It shows that she is pregnant.*)
  - Why is her image carried in support of social justice issues? (*because she is Mother of God and is concerned with all of God's children*)
  - What is an example of her concern for the poor? (*She came to Juan Diego, who was poor and not of the powerful class.*)
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Our Lady of Guadalupe, and encourage the young people to say, "Our Lady of Guadalupe, pray for us," during the next week.



### ***We Know and Live Our Faith***

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this lesson:

- "The Equal Dignity of the Human Person," page 61

Read the selection aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Invite the young people to think back over all the different things they did in this lesson, and invite volunteers to share some of the key things they learned.
- Take some time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Church honors Mary throughout the year with various feasts.
  - Honoring Mary is not worship, which we owe only to God.
  - Our Lady of Guadalupe is Patroness of All the Americas.

### **Short Closing Prayer (optional)**

**Note:** Use this prayer if you do not intend to use the longer prayer service on the next page to close this lesson.

- Begin prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Explain that many people approach the Basilica of Our Lady of Guadalupe on their knees, as sign of their sincerity in praying a petition or thanking Our Lady for a favor. Let us share their faith and sincerity by kneeling.
- Read the following petitions, asking the young people to respond, “Our Lady of Guadalupe, pray for us,” after each one:
  - For all who are anxious and worried,
  - For all who are sick,
  - For all who are fleeing persecution and trouble,
  - For all families,
  - For all children, especially those who are hungry, abandoned, or suffering hardship,
  - For the people of the Americas—North America, South America, and Central America,
  - For the United States of America, that we may respect one another as equal before God,
- Ask the group to stand.
- Close with an appropriate hymn or song, followed by a final Sign of the Cross.

# Prayer Service

## The Words of Our Lady

Arrange a shrine at the front of the room, with a picture of Our Lady of Guadalupe and a vase of flowers. Choose four readers for the different parts. Then begin by explaining the custom of approaching the Basilica of Our Lady of Guadalupe on one's knees and tell the young people that they will be kneeling for this prayer. If you think it will not be a distraction to prayer, you might invite the young people to move on their knees toward the shrine after each response.

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make the Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence, and then invite everyone to kneel.)*

**Leader:** Our Lady of Guadalupe came to speak with Juan Diego because she had something important to say. As we listen to Our Lady's words, let us respond, "Our Lady of Guadalupe, pray for us."

**Reader 1:** Our Lady of Guadalupe said, "I am truly your Merciful Mother, yours and all the people who live united in this land and all the other people of different ancestries, those who love me, those who seek me, those who trust in me."

Our Lady of Guadalupe, unite us with all people of all different ancestries, that we may love you, seek you, and trust in you as brothers and sisters, children of God.

**All:** Our Lady of Guadalupe, pray for us.

**Reader 2:** Our Lady of Guadalupe said, "I will hear their weeping, their complaints, and heal all their sorrows, hardships, and sufferings."

Our Lady of Guadalupe, hear the weeping of all your people who are suffering. Help us to be compassionate toward all people who suffer from poverty and oppression.

**All:** Our Lady of Guadalupe, pray for us.

**Reader 3:** Our Lady of Guadalupe said, "Let not your heart be disturbed. Do not fear . . . any other sickness or anguish. Am I not here, who is your Mother? Are you not under my protection? Am I not your health?"

Our Lady of Guadalupe, we offer to you all those who are suffering from any illness, mental or physical. Give them your strength and protection. Be their health. We especially remember those we carry in our hearts and thoughts today. *(Pause briefly.)*

**All:** Our Lady of Guadalupe, pray for us.

**Reader 4:** Our Lady of Guadalupe said, "Do not grieve nor be disturbed by anything."

Our Lady of Guadalupe, help us to come to you in all of our troubles. Help us to know you as our loving Mother, and to serve those in need as you would wish. We ask this in the name of Jesus, your Son and Our Lord. Amen.

**All:** Our Lady of Guadalupe, pray for us.

*Invite the group to stand. Close with an appropriate song or hymn.*

## Additional Activities

### Materials Needed

- sheets of 3-x-6-inch tissue paper in various colors, four of the same color for each young person
- green pipe cleaners, one for each young person
- several pairs of scissors

### Guadalupe Flowers (25 minutes)

- Explain to the group that Our Lady of Guadalupe is honored by flowers, because one of the signs she gave to the bishop was allowing flowers to fall from Juan Diego's cloak in the middle of December—when no flowers were growing in nature. Explain to the group that they will be making tissue-paper flowers to give to those in the parish who receive Holy Communion at home because they cannot come to church.
- Set out tissue paper (separated by color), pipe cleaners, and scissors.
- Distribute four sheets of tissue paper to each young person (enough for one flower) and a pipe cleaner.
- Demonstrate how to make a flower by folding a stack of four sheets of tissue paper back and forth, in 1-inch increments, to form an accordion. When the sheets are folded, trim the corners slightly to form a rounded shape.
- Pinch the accordion-folded paper in the middle and wrap the green pipe cleaner securely around the middle of the folded tissue paper. Bend the two ends together after attaching the pipe cleaner.
- Show the young people how to carefully separate and fluff the tissue paper sheets, layer by layer. This will make a large, fluffy flower.
- Invite the young people to make one or more flowers as time allows. Collect all the flowers at the end and arrange to deliver them to a parish ministry that provides outreach to others.
- *Note:* Various online videos, such as “How to make easy tissue paper flowers” (YouTube, 2:23), published by Donya B, can help guide you.

### Materials Needed

- tissue paper of various colors, cut into approximately 8-x-10-inch rectangles, one for each young person
- several pairs of scissors
- a long piece of string (to go across the room)
- tape

### A Guadalupe Streamer (15 minutes)

- Explain to the group that Mexican cut paper is called *papel cortado* and is much like our paper-cut snowflakes. Continue explaining that they will be using tissue paper to make a long line of cut-paper squares to hang as decoration in a local soup kitchen or other place of service to those in need.
- Distribute an 8-x-10-inch piece of tissue paper to each fifth grader. (Tissue paper sheets can be cut in fourths to approximately this size.)
- Show the group how to fold the paper edge to edge (in half), then again in half, then again. Warn them not to fold the paper too many times or the scissors will not cut through it.
- Show how to cut shapes into all four sides of the paper, but tell the group not to cut the corners, as we want the paper to remain square.
- Unfold the paper and show the result.
- Fold the top of the paper  $\frac{1}{4}$  inch and hang over a long piece of string. Tape the edges shut so the paper will hang from the string.
- Encourage the group to make additional sheets of cut-paper squares to finish the long Guadalupe streamer.

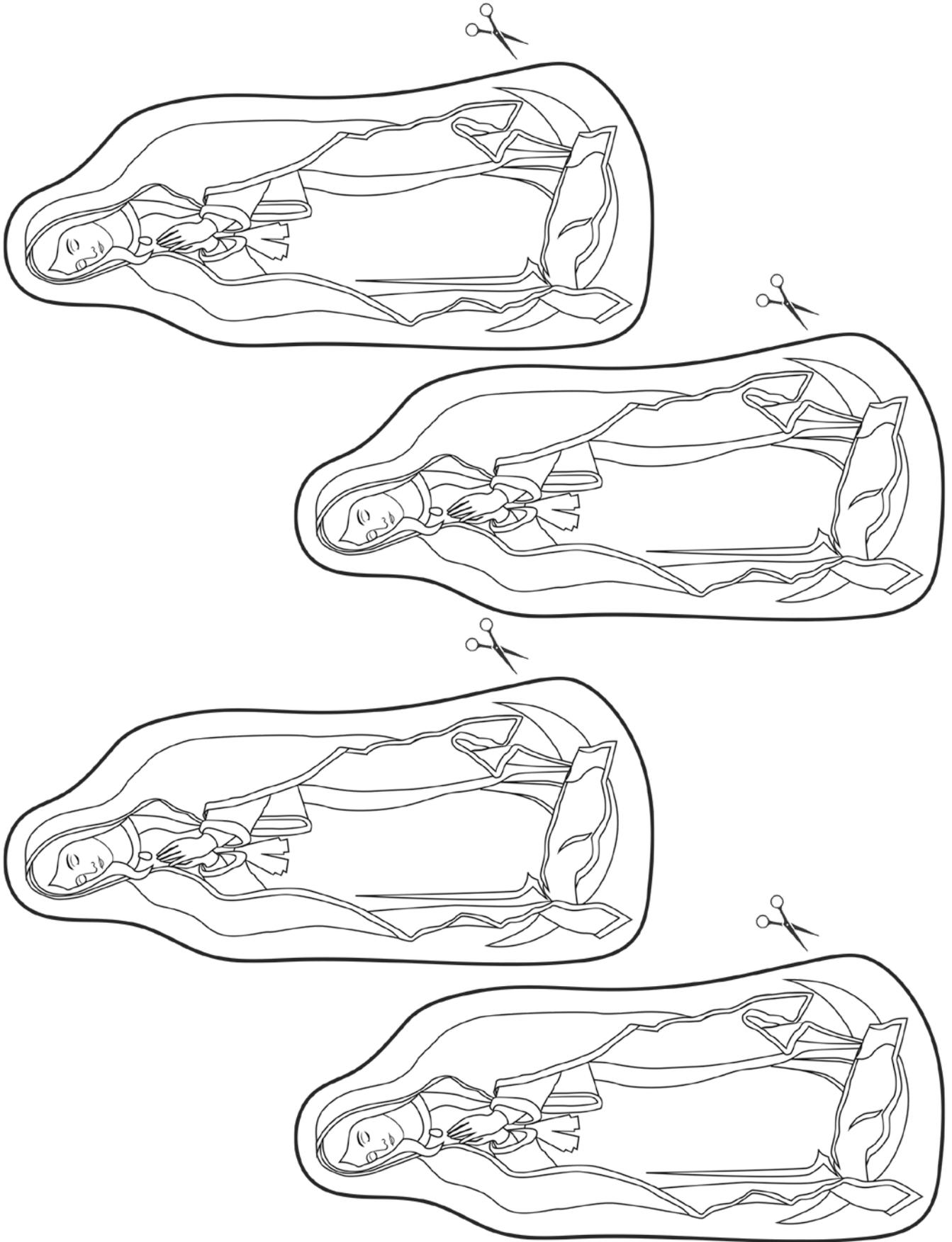
### Materials Needed

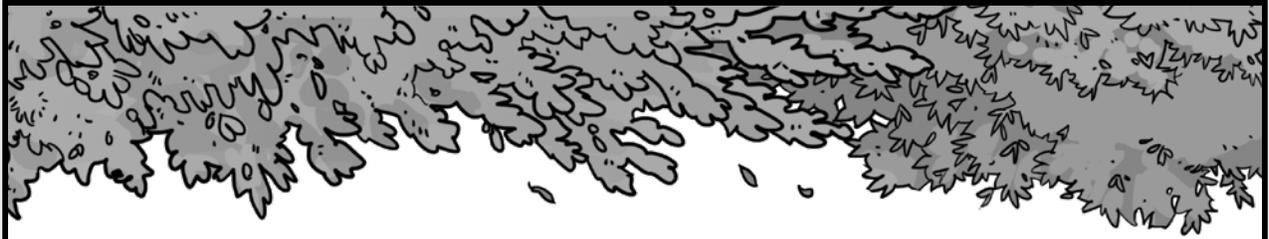
- a computer with internet access
- a computer projector

## Our Lady of Guadalupe (15 minutes)

- Show the video "Our Lady of Guadalupe HD" (YouTube, 3:08).
- Remind the group that the *tilma* was Juan Diego's cloak, like a poncho. Explain that a *mestizo* is someone who is both Spanish and native Aztec, and Our Lady appeared as a *mestiza*, a woman of mixed race.
- Explain that the Spanish had conquered the native Aztec peoples and had brought the Catholic faith to Mexico. Explain that Our Lady came to Mexico as both Spanish and Aztec, to assure the native peoples that she would care for them, and to remind the Spanish that she is the mother of all peoples.
- Ask the young people why they think this feast is celebrated with special cultural expressions, like native dances and foods. (*Mary gave dignity to the native peoples, and this helped them to preserve their culture. Every culture and every people has something good to offer the world.*)
- Remind them that Mary wants what Jesus wants: that we all love and care for one another, no matter who we are or where we come from.

# Our Lady of Guadalupe





## Christmas



# The Word Became Human





## Lesson at a Glance

### Scripture Focus

John 1:1–14

### Lesson Goals

- to identify the season of Christmas as the celebration of the Word, Jesus, coming into the world
- to name Christmas as a celebration of the coming of Christ in three ways: into the world, into our hearts, and at the end of time
- to state that the Christmas season lasts from December 25 to the Sunday of the Baptism of the Lord

### Catechism References

422–424, 456–463

### Church Year Calendar

A Church year calendar is available in black-and-white (TX006169) and full-color (TX006170) at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

### Key Word

incarnate

### Music Suggestions

- “O Come All Ye Faithful,” by Pentatonix (RCA Records)
- “Silent Night,” by Casting Crowns (Provident Label Group LLC)

### Materials Needed

- *The Catholic Children’s Bible* and the Christmas activity booklet
- blank paper
- a board or poster to write on
- 8½-x-11-inch pieces of cardboard, one for each young person
- copies of the handout “Word of God Puzzle” (TX006196), one for each young person
- several bottles of glue
- crayons
- several pairs of scissors
- plastic baggies, one for each young person
- a small Christmas tree or wreath with lights
- small Christmas bulbs, one for each young person
- materials for any additional activities you choose

### Background Reflection

The Gospel of John begins by inviting us into the time before time began: “In the beginning the Word already existed; the Word was with God, and the Word was God” (John 1:1). In these short phrases, the Evangelist John explains that this Word was himself God. John goes on to say that this Word became a human being and lived among us. Who is this Word of God? None other than Jesus Christ.

Apparently, God had something to say to us through this Word, something that could only be spoken by a divine human being. The message is God’s love itself delivered in the flesh: blood and bone, heart and soul, thoughts and feelings, totally present, totally human, totally God.

At Christmas, we are reminded that Jesus, the Word of God, is both human and divine. Hard to understand? Maybe. But maybe not if we have ever known love—so intensely human, so sublimely divine—that has its origins in God. This is the love that we celebrate at Christmas.



- Review some of the key points with them:
  - Jesus is the Word of God.
  - We celebrate Christmas because we rejoice that Jesus, the Word, came down from Heaven to live among us.
  - Jesus is God’s Word of love and faithfulness to us.

**Live It!**

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Explain to the young people that the words we speak and write reveal who we are.
- Remind the group that a good word is a great gift. Encourage them to take this opportunity to give someone a word of encouragement.

**Tell It!**

- Have the young people briefly review the Scripture story on page 1649.
- Encourage several volunteers to take turns summarizing the Bible reading for the rest of the group.
- Fill in the missing details and gently correct any errors in the retelling of the story.



**Discover! (20 minutes)**

Christmas

**Note:** The handout can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

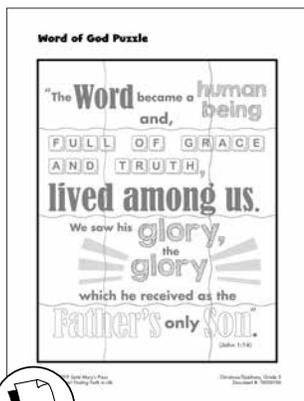
**Core Learning Activity (Craft)**

**Word of God Puzzle**

- Distribute the handout, the pieces of cardboard, glue, crayons, and scissors.
- Instruct the young people to color the puzzle, using a variety of colors.
- Have the young people cut out the puzzle around the heavy black line and glue it to the piece of cardboard. Then invite them to cut out each puzzle piece along the wavy lines.
- If time permits, they may put their puzzles back together.
- Distribute plastic baggies so the young people can take their puzzles home.

**Process the Activity**

- Explain that the Scripture verse illustrated on the puzzle states the mystery that God became **incarnate** (which means “in flesh”) in Jesus Christ, in the womb of the Virgin Mary, and was born on Christmas Day. Emphasize that this is what we celebrate during the Christmas season—that Jesus became a human being, like us in all things except sin.



TX006196

**Additional Activity Options**

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 251–252 in its place.

## Core Teaching

- Explain that we call Jesus the Word of God because through Jesus becoming a human being, God spoke to us in an extraordinary and wonderful way. Point out that God did not just use words; he sent a Person, his own Son, who lived among us as a human being.
- Remind the young people that Jesus was both divine and human. Recall that he was the Son of God, the Second Person of the Blessed Trinity, and equal to God. Share that he laid all that aside and became a human being, just like us in all things except sin. Explain that he did that because he wanted to come close to us, to teach us and to save us from sin and death.
- Share with the young people that before Jesus came, God's people had stopped listening, so God decided to come down in the flesh, in Jesus Christ, in order to straighten things out, not only in words but in action. Highlight that this is what we celebrate during the Christmas season: that God bothered to send his Son to straighten us out, to die and rise for us, so that we could live forever with him in Heaven.
- Explain that at Christmas, we really celebrate three "comings" of Jesus:
  - The first coming of Christ is his coming in history, to Bethlehem.
  - The second is his coming into our hearts, especially in the Eucharist.
  - The third is his coming as King at the end of time.
- Tell the young people that the original meaning of the word *Christmas* was "Christ's Mass," the Mass we celebrate on Christmas Day. Share that gradually the Church began to celebrate three Masses on Christmas Day: one at Midnight, one in the morning, and one later in the day. Explain that each of these Masses has different Scripture readings and that the Scripture passage today is the Gospel reading for the third Mass of Christmas, the one celebrated later in the day.
- Emphasize to the young people that the Christmas season is not just one day. Tell them that Christmas Day is only the *beginning* of the Christmas season. Share the following points:
  - The Christmas season lasts from Christmas Day until the Sunday of the Baptism of the Lord—usually around the middle of January. It includes the Feast of the Epiphany (the visit of the Three Kings or Wise Men), which is celebrated on the Sunday nearest January 6.
  - The "Twelve Days of Christmas" are the twelve days from December 25 to January 6. (*You may want to play the Christmas carol, "The Twelve Days of Christmas." This is a carol written in code to explain the Catholic faith. Explanations can be found online.*)
- Plan an Epiphany party near January 6, or even postpone your Christmas party until that date. The young people might appreciate a party at this time rather than during the busy Advent season.
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint John the Evangelist, and encourage the young people to say, "Saint John the Evangelist, pray for us," during the next week.



## ***We Know and Live Our Faith***

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- "Who Created the Universe?" page 6
- "How Do We Know That God Exists?" pages 6–7
- "The God of Friendship and Love," page 7
- "The Bridegroom Comes" + activity, pages 20–21

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. Invite the young people to begin the activity, or have them complete it with their families at home.



### **Go! (10 minutes)**

#### **Lesson Wrap-Up**

- Invite the young people to think back over all the different things they did in this lesson, and invite volunteers to share some of the key things they learned.
- Take some time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The season of Christmas is the celebration of the Word, Jesus, coming into the world.
  - Christmas is a celebration of the coming of Christ in three ways: into the world, into our hearts, and at the end of time.
  - The Christmas season lasts from December 25 to the Sunday of the Baptism of the Lord.

#### **Short Closing Prayer (optional)**

**Note: Use this prayer if you do not intend to use the longer prayer service on the next page to close this lesson.**

- Begin the prayer by leading the group in the Sign of the Cross and saying, "Let us remember that we are in the holy presence of God," followed by a few seconds of silence.
- Remind the young people to thank God on Christmas for the gift of his Son, the Word of God, Jesus.
- Play the carol "O Come All Ye Faithful," and invite the young people to sing along.
- Close with a final Sign of the Cross.

# Prayer Service

## Word of Life and Light of the World

Choose a reader to read the Scripture passage, and give the reader a few minutes to prepare. Place a small Christmas tree on a desk at the front of the room, or hang an evergreen wreath in a prominent spot. Have a string of lights on the tree or wreath and an outlet nearby, or an extension cord. Unscrew enough Christmas bulbs so that you can distribute one bulb to each person.

**Leader:** Let us begin our prayer with the Sign of the Cross. Let us remember that we are in the holy presence of God.

**Leader:** As the Scripture passage is read aloud, hold on to the Christmas bulb you were given. As we listen to the Scripture passage, let us ask ourselves: What does light mean? What does light do? What difference does light make? How is Jesus the Word of Life and Light of the World?

**Reader:** A reading from the holy Gospel according to John. (*Reading of John 1:1–5*)

**Leader:** Jesus, when we are confused or troubled, help us to remember:

**All:** You are the Word of Life and Light of the World. You are with us now.

**Leader:** Jesus, when we are worried about family problems, help us to remember:

**All:** You are the Word of Life and Light of the World. You are with us now.

**Leader:** Jesus, when we are troubled about all the problems happening in the world—hunger, homelessness, wars, and difficulties of all kinds—help us to remember:

**All:** You are the Word of Life and Light of the World. You are with us now.

**Leader:** Jesus, help us to remember that in the darkness of trouble and worry, you are light. Help us to remember that we too can be light for others by sharing your life and love. May the Christmas lights we see remind us that your light always shines for us in the darkness, and the darkness has never put it out.

**All:** Amen!

**Leader:** I invite you to come forward, one or two at a time, and place your bulb in the string of lights on the Christmas tree (or wreath). Remember that each of us is like this one little light. But together, we can shine beautifully. Like Jesus, we too can be light for the world.

*After all have placed their bulbs in the string of lights, plug it into the electric socket. Darken the room and pause for a few moments of silence. Then sing or play "Silent Night" or another Christmas carol.*

**Leader:** Let us go in peace to celebrate the Light of Jesus and to be light for the world.

**All:** Thanks be to God.

## Additional Activities

### Materials Needed

- a recording of “The Twelve Days of Christmas”
- a computer with internet access
- a list of the religious significance of the days of Christmas, found online

### Materials Needed

- blank calendar grids, one for each person
- markers or crayons

### Sing and Move Along: Learning the Twelve Days (15 minutes)

- Prepare in advance by finding a recording of the song “The Twelve Days of Christmas” that the young people might sing along with. Look online for the religious meaning of the twelve days sung in the song.
- Arrange the young people into twelve different groups and assign one of the days in the song to each group.
- Tell the groups that they will have to stand every time their day is mentioned in the song. Invite the small groups to work together to come up with a fun action they can do every time their day is sung about in the song.
- Begin the song, and have each group stand and complete their action every time their day is mentioned in the song. Encourage them to sit down quickly after their day is finished.
- Finish the activity by explaining the religious significance of the different days sung about in the song.

### Twelve Days of Christmas (15 minutes)

- Give each young person a blank calendar grid (you can find these online) and some markers or crayons, and invite them to write in the dates of the twelve days of Christmas and January 6 (the Feast of the Epiphany) in the corners of the boxes. The Twelve Days of Christmas begin on December 25 and end on January 5, the day before the Feast of the Epiphany on January 6.
- Have the group reflect on twelve different actions they can take on each of the days of Christmas to help celebrate the season more fully. Brainstorm some examples with the group to help the young people get started (say a prayer, do something kind for a sibling, make something to bring someone cheer, etc.).
- Encourage them to choose twelve actions and to write them in, one action per day of Christmas. Have them color the calendar and decorate it in a way that is festive and joyful.
- Tell the young people to hang their calendars at home and then check off the days of the Christmas season between Christmas and January 6 as they complete their actions.
- Remind the group that the Christmas season does not end with the twelve days of Christmas, but continues until the Feast of the Baptism of the Lord. Find that feast day in this current year and have the group write it on their calendars. Tell the group that they can certainly continue their Christmas season action plan until that date.

### **Materials Needed**

- a computer with internet access
- a computer projector

### **The Word of God Speaks Today (15 minutes)**

- Show the video “Word of God Speak—MercyMe w/lyrics” (YouTube, 3:09).
- Invite the group to consider how the Word of God speaks to us today—in Scripture, through the Pope and bishops, through our parents and other good people, and in the needs of those around us.
- Remind the young people that sometimes we have to be quiet to hear the Word of God speak in our hearts.
- Invite the group to spend a minute or so in complete silence. Invite them to listen for the Word of God in their hearts.

# Word of God Puzzle

"The **Word** became a **human**  
**and,** **being**

F U L L O F G R A C E  
A N D T R U T H,

**lived among us.**

We saw his **glory,**  
the **glory**

which he received as the

**Father's only Son."**

(John 1:14)



# Easter Triduum



# Three Holy Days





## Lesson at a Glance

### Scripture Focus

John 19:16b–18, 28–30

### Lesson Goals

- to state that *Triduum* means “three days”
- to identify the Easter Triduum as the primary celebration of the entire Church year
- to recall Good Friday as the day we remember and participate in Jesus’ Passion and death in a special way

### Catechism References

571–573, 595–598, 612–618, 1168–1171

### Church Year Calendar

A Church year calendar is available in black-and-white (TX006169) and full-color (TX006170) at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

### Key Words

Triduum, triptych

### Music Suggestions

- “Jesus, Remember Me,” by Taizé (GIA)
- “He Is Risen,” by Scripture Lullabies (BreakAway Music)

### Materials Needed

- *The Catholic Children’s Bible* and the Easter Triduum activity booklet
- a classroom crucifix plus four others
- a candle and matches
- small pieces of paper
- clear tape
- purple construction paper, one sheet for each person
- copies of the handout “A Triduum Triptych” (TX006197), one for each young person plus one extra
- several bottles of glue
- several pairs of scissors
- crayons
- a board or poster to write on
- materials for any of the additional activities you choose

### Background Reflection

Every year, in the liturgical cycle, we confront the mystery of Jesus’ suffering and death on Good Friday, during the primary celebration of the Church Year called the Easter Triduum. This is the name of the period of liturgical services between Holy Thursday evening and Easter Sunday evening.

Our young people are also confronted by the mystery of death that weaves itself into our lives. Like us, they too ask, “Why?” when a loved one dies. We might also ask: “Why did Jesus have to suffer and die? Wasn’t there an easier way to save the world?”

Jesus would not have been fully human if he had not fully died a human death. Jesus did not avoid the hard parts of human life. By dying, he destroyed death itself and conquered it forever. After the Resurrection, death became the doorway to new life with God: “For your faithful, Lord, / life is changed not ended” (*Roman Missal*).

Jesus assures us that Good Friday leads to Easter Sunday—not only for him, but for us as well.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the Easter Triduum activity booklet.
- Begin prayer by leading the group in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet to the group. Invite the young people to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Have a crucifix and a candle (real or electric) at the front of the room. Dim the lights in the room and make the room as dark as possible.
- Ask the young people to keep perfect silence for a few moments. Invite them to close their eyes or put their heads down on their arms.
- Light the candle and ask the group to look up and focus on the light of the candle. Gradually raise the shades, etc., and turn on the lights. Ask the following questions:
  - What atmosphere was created when everything was dark? (*gloomy, sad, deep, etc.*)
  - How did the darkness affect your feelings? (*I felt "down"; I felt prayerful; I felt sad, etc.*)
  - How did your mood change when the lights came back on? (*I woke up, I was more "up" than down, I felt more energy, I felt happier, etc.*)
- Explain that, every year, the Church helps us to deal with the death of Jesus by celebrating Good Friday. Share that this is the most solemn day of the Church year, and that the Church helps us remember and participate in the sacrifice of Jesus by bringing us into a quiet and sometimes dark space of deep prayer.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find John 19:16b–18, 28–30 in *The Catholic Children's Bible* (pages 1699–1700).
- Ask one or more volunteers to read the Scripture passage aloud. Then ask the group several questions to check for comprehension, such as the following:
  - What does *Golgotha* mean? (*"The Place of the Skull"*)
  - Was Jesus crucified alone? (*No, two other men were crucified with him, one on each side.*)
  - When Jesus was thirsty, what was he given to drink? (*a sponge soaked in cheap wine*)

- What were the last words of Jesus? (*"It is finished."* This means that he had accomplished everything he had set out to do during his years on Earth.)
- What does "He gave up his spirit" mean? (*The spirit in us is sometimes called the soul. When the spirit of life leaves the body, we are no longer alive. Jesus gave up his spirit means he gave up his life. It was not taken from him. He gave it up freely for us.*)
- Have the group turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. cross, 2. skull, 3. two, 4. completed, 5. Scripture, 6. thirsty, 7. soaked, 8. wine, 9. finished, 10. spirit*

### Understand It!

- Read the Understand It! on page 1 of the activity booklet to the group, or have a volunteer read it.
- Invite the young people to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Jesus had to die because death is part of human life, and Jesus is fully human and fully God.
  - The death of Jesus freed us from sin and death. We can follow Jesus in the path of love and live with God forever.
  - Jesus paid the price of death so that we might live forever. Good Friday leads to Easter Sunday!
- Explain that **Triduum** comes from the prefix *tri*, which means "three"; *duum* is Latin for "days." Share that the Easter Triduum is three days, starting with Holy Thursday evening and ending on the evening of Easter. Emphasize that the Easter Triduum is the primary celebration of the entire Church year. Tell the young people that they will learn more about this shortly.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Distribute small pieces of paper to the young people. Ask them to think of someone they know who is having a hard time and to write that person's name on the piece of paper. Then instruct them to fold their pieces of paper in half and tape them to the classroom crucifix.
- Invite the group to do the same at home as a reminder to pray for the person they thought of.

### Tell It!

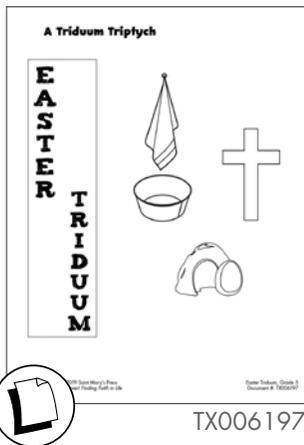
- Arrange the young people into groups of two or three.
- Ask each group to take turns retelling the Scripture passage in this manner: one person begins, another person adds more detail, and a third person adds more and finishes.



## Discover! (25 minutes)

### Core Learning Activity (Craft)

**Note:** The handout can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).



#### A Triduum Triptych

- Use the handout to construct a sample triptych in advance. Show the triptych to the young people, and explain the meaning of the word **trptych**. Ask the young people to recall what the prefix *tri* means (“three”), and tell them that *trptych* literally means “three folds.”
- Distribute a piece of purple construction paper to each young person. Tell them to fold it in thirds, horizontally. Then have them unfold the paper.
- Instruct the young people to title the sections at the top of each interior third of the triptych as follows: the first third—Holy Thursday, the second third—Good Friday, the last third—Easter Sunday. Tell them to leave room at the bottom to add some symbols.
- Distribute a copy of the handout to each young person. Ask them to cut out the box with the words “Easter Triduum” in it. Then have them fold their triptych together and glue the “Easter Triduum” box to the outside of the triptych as a cover.
- Have the group color the symbols on the handout. The basin can be any color. The towel should remain white. The cross should be colored brown. The empty tomb can be grey, with a golden light shining inside the doorway.
- Have the young people cut out the symbols and glue them onto the appropriate sections of the triptych: Holy Thursday—basin and towel, Good Friday—brown cross, Easter Sunday—empty tomb.

#### Process the Activity

- Ask the group to stand their triptychs on their desks. Ask them to note that the three days are not separated but are all connected. Explain that this reflects the Church’s liturgy: There is an entrance procession at the beginning of the liturgy on Holy Thursday, but there is no Dismissal rite until the end of the Easter Vigil liturgy on Saturday night.
- Emphasize that the liturgy of the three days, the Triduum, is really one continuous liturgy. Explain that this three-day event tells us that we cannot separate following Jesus in service (washing of the feet on Holy Thursday) from suffering and death (on Good Friday) from Resurrection (on Easter Sunday).
- Discuss the symbolism of each third of the triptych: the basin and towel, the simple cross, and the empty tomb. Ask if the young people have seen these symbols in other places (*i.e.* stained glass window, church bulletin, religious or secular newspaper, etc.)
- Suggest that the young people take their triptychs home to share with their families. Explain that passing along the triptych to a neighbor or friend who cannot come to church would be a good way to share these special days.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 263–264 in its place.

### Core Teaching

- Remind the group that the season of Lent helps us to remember the suffering and death of Jesus. Remind the young people that in Lent we recalled, by our own fasting and abstinence, that Jesus fasted in the desert to prepare himself for his mission.
- Remind the young people that Easter Triduum is the primary celebration of the entire Church year. Note that these three days are a special time set apart for us to participate in the suffering, death, and Resurrection of Jesus. Mention that we celebrate the Easter Triduum with special Church liturgies.
- Ask the group to stand their triptychs on their desks as you discuss the meaning of the Holy Triduum and Good Friday. Explain that the Triduum consists of the following:
  - (Day 1) Holy Thursday evening and Good Friday
  - (Day 2) Good Friday evening and Holy Saturday
  - (Day 3) Holy Saturday evening to Evening Prayer on Easter Sunday.
- Point out that what is being counted as a day starts on one evening and goes to the following evening. Tell the young people that this follows the Jewish custom of beginning a day on the evening before.
- Summarize briefly the meaning of each liturgical service of the Triduum:
  - Holy Thursday (Mass of the Lord's Supper)
  - Good Friday (reading of the Passion and veneration of the cross)
  - Holy Saturday (a day of waiting and expectation until the beginning of the Easter Vigil in the evening); Easter Vigil (blessing of the new fire, Paschal candle, readings, reception of new Christians into the Church)
  - Easter Sunday (Mass of the Resurrection)
- Tell the young people that in the liturgy *remembering* means "making present." Explain that when we remember Christ's death in the liturgical service on Good Friday, his death becomes present through the power of the Holy Spirit. Explain that on Good Friday, we are given the opportunity to show up for Jesus. Share that at Easter, we are also present at his Resurrection.
- Remind the group that in our own lives, we will also follow Jesus in service (Holy Thursday, when Jesus instituted the Holy Eucharist and washed the feet of his disciples), in suffering (Good Friday, when Jesus died on the cross for us), and in Resurrection (the Easter Vigil and Easter Sunday, when we celebrate the Resurrection of Jesus from the dead). Explain that we will also have hard times of suffering, but the death and Resurrection of Jesus tells us that our suffering and death will also lead to Resurrection.

- Explore times that suffering in our lives can lead to an “Easter experience.” For example, explain to the group that if they work hard and study now, they will eventually graduate from grade school and go on to high school. Ask for other examples of hard times leading to better things.
- Ask the young people some questions to check for comprehension, such as the following:
  - What are the three days of the Triduum? (*Day 1 is Holy Thursday evening and Good Friday. Day 2 is Good Friday evening and Holy Saturday. Day 3 is Holy Saturday evening to Evening Prayer on Easter Sunday.*)
  - What do we celebrate during the Triduum? (*the service, suffering and death, and Resurrection of Jesus Christ*)
  - What does the Triduum tell us about our own suffering and death? (*that it will lead to Resurrection with Jesus*)
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Saint Joseph of Arimathea, and encourage the young people to say, “Saint Joseph of Arimathea, pray for us,” during the next week.



### ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- “The Sacraments,” page 28
- “The Sacrament of Baptism,” page 28
- “The Sacrament of Confirmation,” page 30
- “The Sacrament of the Eucharist,” page 33
- “Christ Works in the Liturgy,” pages 22–23

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Invite the young people to think back over all the different things they did in this lesson, and invite volunteers to share some of the key things they learned.
- Take some time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Triduum means “three days.”
  - The Easter Triduum is the primary celebration of the entire Church year.
  - Good Friday is the day we remember and participate in Jesus’ Passion and death in a special way.

### **Short Closing Prayer (optional)**

**Note:** Use this prayer if you do not intend to use the longer prayer service on the next page to close this lesson.

- Begin the prayer by leading the group in the Sign of the Cross and saying, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Pray aloud:
  - Jesus, we thank you for your suffering and death. Help us to follow you, now and always, no matter what the cost. We know that following you leads to life, now and forever. Amen.
- End with the Sign of the Cross.

# Prayer Service

## The Holy Cross of Jesus Christ

Gather four crucifixes for the four stations to be prayed. Choose four cross-bearers to hold the crucifixes in various parts of the room. Choose four readers, one for each station, to stand next to the cross-bearers. Give the readers a short time to prepare their readings. Ask them to say both the number of the station and the title. Ask the group to stand for this prayer. It would be ideal, if possible, for the young people to walk to each station.

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence.)*

**Leader:** The Stations of the Cross are a traditional devotion that helps us to meet Jesus in his suffering and death, that we may be victorious with him in his Resurrection. We will pray just a few of the stations. Please stand and face the first station.

### Reader 1: Station 1: Jesus Is Condemned to Death

Lord Jesus, you were a teacher, a healer, a prophet, a friend. You were condemned by lies, rumors, and popular opinion. Help us, Lord, when we are misunderstood by others.

**All:** We adore you, O Christ, and we bless you, because by your holy cross you have redeemed the world.

### Reader 2: Station 9: Jesus Falls for the Third Time

Lord Jesus, the cross you carried was heavy. And you were too weak to carry it. You fell under its weight three times. Sometimes, when life gets hard and we feel overwhelmed, help us to remember that it is okay to fall. Help us to keep following you.

**All:** We adore you, O Christ, and we bless you. . . .

### Reader 3: Station 12: Jesus Dies on the Cross

Lord Jesus, just before you died, you said, "Father, into your hands I commend my spirit." Jesus, you gave your whole life—the best parts and the worst parts—back to the Father. We can do this, too. We can give our lives to God every day—the best parts and the worst parts—and when we do, our lives become a prayer: "Father, into your hands I commend my spirit."

**All:** We adore you, O Christ, and we bless you. . . .

### Reader 4: Station 15: Jesus Rises from the Dead

*This station is sometimes added to recognize that the life of Jesus does not end in death, but in Resurrection. This is true of our lives too, every day, when we go through little deaths and little resurrections. But we know that the Risen Jesus is alive and with us always.*

Lord Jesus, help us know more and more that you are alive and with us now, especially in the Holy Eucharist. Thank you for all you did during your Passion, and help us to follow you from death to life, now and forever. Amen.

**All:** We adore you, O Christ, and we bless you. . . .

**Leader:** Let us go in peace now, to proclaim the Gospel with our lives.

**All:** Thanks be to God.

## Additional Activities

### Materials Needed

- two popsicle sticks for each young person
- 3 feet of gold yarn for each person
- a gift box (*optional*)

### A Wooden Pocket Cross (15 minutes)

- Make a sample of a wooden pocket cross ahead of time by forming two popsicle sticks into a cross and wrapping yarn around the center of the cross.
- Show the group the cross, and explain that they will be making these crosses as gifts for children who will be celebrating First Holy Communion after Easter.
- Distribute two popsicle sticks (the wider craft version) and 3 feet of gold yarn (for the Resurrection) to each person.
- Demonstrate how to cross the sticks and wrap the yarn diagonally around the intersection of the two sticks.
- Ask the young people to print carefully on the front of the vertical stick, from bottom to top, "Come, Lord Jesus!" and on the back of the vertical stick, from bottom to top, "First Communion Day, [insert date]."
- Create a plan for presenting the crosses to the children. Plan a time for the fifth graders to give their crosses in person, or place the crosses in a gift box for presentation to the First Communion group.

### Materials Needed

- *The Catholic Children's Bible*

### Washing of the Feet (15 minutes)

- Invite the young people to find John 13:1–17 in *The Catholic Children's Bible* (page 1685), and explain that this is the Scripture story we read on Holy Thursday.
- Ask several volunteers to read the Scripture passage aloud for the whole group.
- Invite the young people to share their reactions to this Scripture passage. Ask them what stood out to them and what was the main point Jesus was trying to make.
- Emphasize that Jesus constantly calls us to be of service to others.
- Have the young people form small groups and brainstorm ways that fifth graders might serve other people. Invite them to create a skit that they can show the larger group.
- Call the different groups to display their skit, and discuss the main points being made in their actions.
- Encourage the young people to commit to one or more acts of service during the next few weeks. Tell them that they can report back to the group at a later session after they have completed their acts of service.
- Remind them that people can be of service in both big and small ways, and all are important.

### **Materials Needed**

- a computer with internet access
- a computer projector
- blank paper
- crayons

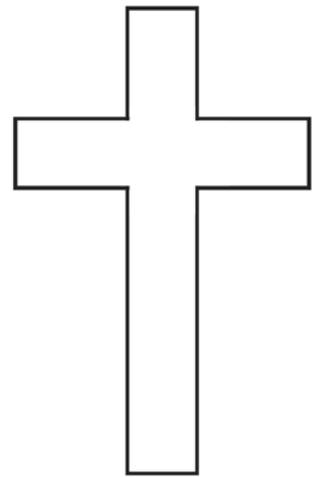
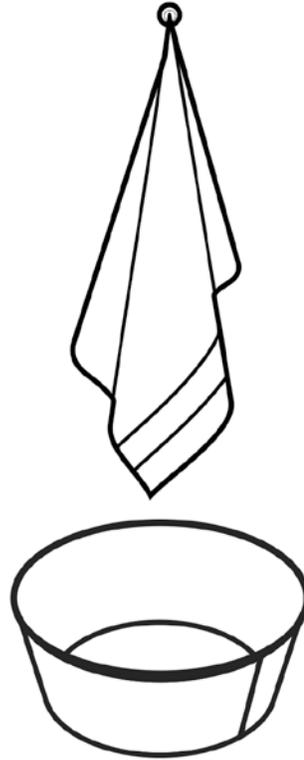
### **Lord, I Lift Your Name on High (15 minutes)**

- Show the video “Lord I Lift Your Name on High—Maranatha Singers (With Lyrics)” (YouTube, 3:13). Encourage the young people to notice the photos and to remember the ones that impacted them the most.
- Ask volunteers to share their impressions of the song and of the photos. Ask: Why is this a song for Good Friday? Why is this a song for Easter Sunday?
- Show the video again, asking the young people to keep in mind the comments made about the song and the photos.
- Distribute blank paper and crayons. Ask the students to draw the photo that impressed them the most, or to write in a decorative style the lyrics to the chorus and the verses of the song. Play the video softly in the background as the young people work.

# A Triduum Triptych

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# Easter



# Alleluia! I Do Believe!





## Lesson at a Glance

### Scripture Focus

John 20:24–29

### Lesson Goals

- to identify that on Easter Sunday we celebrate the Resurrection of Christ
- to state that Easter Sunday begins the Easter season, which lasts until Pentecost Sunday
- to recall that the Easter season is a season of rejoicing

### Catechism References

988–996, 1002–1004, 1169

### Church Year Calendar

A Church year calendar is available in black-and-white (TX006169) and full-color (TX006170) at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

### Key Words

ultimatum, Alleluia

### Music Suggestions

- “Christ Is Risen,” by Matt Maher (Provident Label Group LLC)
- “Jesus Christ Is Risen Today,” by Jaime Thietten (Alturas Productions)

### Materials Needed

- *The Catholic Children’s Bible* and the Easter activity booklet
- a board or poster to write on
- shoeboxes with lids, one for each young person
- construction paper in various colors
- several pairs of scissors
- several bottles of glue
- several rolls of clear tape
- several rolls of Easter wrapping paper
- a bowl of water
- a white taper candle in a candleholder
- a small, leafy branch
- materials for any additional activities you choose

### Background Reflection

We owe a debt of gratitude to Saint Thomas. Yes, he had doubts, but he was honest. He spoke up. And Jesus was listening. Jesus heard his ultimatum and answered it. With his initial lack of faith, Thomas is “everyman and everywoman.” Who has not had doubts? Saint Thomas is honored today, not only despite his doubt, but because of it. And who, really, can blame him for being skeptical? When Thomas was told of the visit of the Risen Jesus, he did not believe. But, when he saw for himself, he reversed course. He said, “My Lord and my God!”

The Sunday after Easter has long been known as “Thomas Sunday.” On this Sunday, the Gospel in today’s lesson is read. Since the decree of Pope Saint John Paul II, this Sunday is known as “Mercy Sunday.” That too is fitting, for in the mercy of Jesus, Thomas was given what he needed in order to believe.

Embedded at the end of this passage is a special message from Jesus for all the doubters and believers who followed in the footsteps of Thomas. In verse 29, we read: “Jesus said to him, ‘Do you believe because you see me? How happy are those who believe without seeing me.’” Yes, we may have doubts at times. But how happy are we who, without seeing, still believe!



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the Easter activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet to the group. Invite all the young people to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Write "Know" and "Not Sure" on the board. Invite the young people to brainstorm a short list of things that they know for certain. Write some of their responses on the board. Encourage them to explore how they have come to know these things. Ask them to share things they have heard but they aren't sure about or may have some doubts about. Write these on the board as well.
- Invite the young people to share what they could do to take something from the "Not Sure" list and move it to the "Know" list. Highlight the fact that we can search for information, facts, or scientific data to help us know something.
- Explain that as human beings, we like things to be proven before we believe them to be true. Explain that, from the time we are babies, we are scientists, because we need to feel and touch things to learn about them. Emphasize that they will read a Scripture passage today about someone who was looking for some proof that Jesus had indeed risen.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find John 20:24–29 in *The Catholic Children's Bible* (page 1704).
- Preview the reading by explaining that the Risen Jesus had appeared to his disciples the previous week, but Thomas had not been in the room at that time.
- Invite the young people to follow along as you read the Scripture passage aloud.
- Ask the young people several questions to check for comprehension, such as the following:
  - What did the disciples tell Thomas? (*that they had seen the Risen Jesus*)
  - Thomas voiced an **ultimatum**, a final condition or demand, after hearing from the disciples. What was that ultimatum? (*that he would not believe unless he could touch Jesus' wounds*)

- What did Jesus say to Thomas when he came to him and the other disciples? (*He told Thomas to touch him, to look at his hands, and to touch his side; he told Thomas to stop doubting and to believe.*)
- What did Thomas say to Jesus after this event? (*"My Lord and my God!"*)
- Have the young people turn to the activity on page 2 of the activity booklet and complete it. Time them to see how quickly they can find the answer. If they are struggling, you can let them open the Bible to page 1704. *Answer: How happy are those who believe without seeing me!*

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Thomas realized that Jesus had truly risen from the dead.
  - We are a lot like Thomas in that we like proof and evidence.
  - Jesus asks for faith in him and blesses those, including us, who believe without seeing.

### Live It!

- Read Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Give the young people a few minutes of quiet time to say a quiet prayer for an increase in faith for others or themselves.

### Tell It!

- Invite several volunteers to retell the story in their own words.
- Affirm the young people for the points they remember. Help them with key points they may have left out.
- Ask for volunteers to act out the dialogue of Thomas with the disciples and with Jesus.



## Discover! (25 minutes)

### Core Learning Activity (Craft)

#### Resurrection Garden Box

- Remind the group that spring flowers are a natural sign of new life and Resurrection. Explain that this is why the church is decorated with spring flowers at Easter and during the Easter season.
- Explain that to celebrate the Easter season, they will be making Resurrection Garden boxes to share with an assisted living or rehabilitation residence or other agency assisting those who are elderly.

- Set the construction paper, scissors, glue markers, and wrapping paper in a central location. Distribute the shoeboxes, and instruct the young people to cut a small square hole in the middle of one of the smaller ends of their shoebox. (The hole can be made larger later if need be.)
- Ask the group to hold up their boxes and look through the hole. Ask the young people to imagine seeing a beautiful garden made out of paper. Explain that the smaller objects—grass and flowers—will be in front, and the larger objects—perhaps a tree, a picket fence or even a small house—will be near the back. Explain that the end result will look like a miniature 3-D garden of new life.
- Suggest that they line the inside of the box with construction paper: blue for the sides (for sky) and green for the bottom (for grass).
- Explain that the items in the garden (flowers, blades of grass, etc.) should be cut out of construction paper and glued onto the bottom and sides of the shoebox. Each item should be cut out with a tab at the bottom (or side), so that the tab can be folded and glued to the bottom (or side) of the shoebox, allowing the item to stand up.
- Suggest that some might like to place an empty tomb in their garden, to show that this is the garden in which Jesus was buried and was risen.
- Ask the young people, when they are finished with their gardens, to test their boxes by looking through the hole they have already made. If they need to, they can make the hole larger at this time.
- Instruct the young people to tape the lid onto the box.
- Direct the young people to wrap their boxes as gifts, using the Easter wrapping paper. They should carefully puncture the paper where the hole is so that it remains open.
- Allow the young people to take the boxes home to show their families, and to bring the gardens back the following week so that they can be taken to the facility. Provide an Easter card (or ask a volunteer to make one), and have it signed with first names by the group.

### Process the Activity

- Organize a tour for the group by having the young people leave their boxes on their desks. Arrange the young people into two lines. Starting at each end of the room, allow them to stop at each desk to look at the box displayed.
- Point out that in the Northern Hemisphere, the season of spring—the season of new life—is also the season of Easter.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 274–275 in its place.

## Core Teaching

- Tell the young people that the Easter season begins at Evening Prayer on Easter Sunday. Explain that it is fifty days long, ten days longer than Lent. Share that the Easter season ends on Pentecost Sunday.
- Point out that for all of Lent, we did not sing “Alleluia.” Tell them that in the Easter season “Alleluia” returns in our prayers and songs. **Alleluia** means “praise God.”
- Note that the Sacraments of Baptism, First Communion, and Confirmation are usually celebrated during the Easter season, although they can be celebrated at other times. Remind the group that these sacraments are celebrated by new Catholics at the Easter Vigil, when they are received into the Church.
- Explain that at Mass, the Penitential Rite is replaced by the sprinkling of holy water to remind us of our Baptism and our new life in the Risen Christ.
- Remind the group that at the Easter Vigil and during the Easter Mass on Sunday, we renew our baptismal promises. Explain that the whole Church around the world does this as a sign of a new beginning.
- Conclude by reminding the group that at Easter we celebrate the triumph of life over death, not only for Jesus but for all those who follow him. Explain that Easter is not just another feast but that it is the “feast of feasts” and the “solemnity of solemnities.” Emphasize that this is why we need fifty days to celebrate it!
- State that the Easter season is a season of rejoicing and celebrating that Jesus is Risen and is with us now!
- Ask the young people some questions to check for comprehension, such as the following:
  - When does the Easter season begin and end? *(It begins at Evening Prayer on Easter Sunday and ends on Pentecost Sunday.)*
  - What special word do we sing during the Easter season that we do not sing during Lent? *(Alleluia)* What does this word mean? *(praise God)*
  - What sacraments are usually given at the Easter Vigil and during the Easter season? *(Baptism, First Communion, and Confirmation)*
  - When do we, as an entire Church, renew our baptismal promises? *(at the Easter Vigil or during Mass on Easter Sunday)*
  - What are we really celebrating at Easter and during the Easter season? *(We are celebrating the triumph of life over death, not only for Jesus but for all who follow him.)*
- Have the young people turn to page 4 of the activity booklet. Read the “People of Faith” section to the group. Add any other information you know about Saint Thomas the Apostle, and encourage the young people to say, “Saint Thomas, pray for us,” during the next week.



## ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- “Christ Works in the Liturgy,” page 22
- “The Precepts of the Church,” page 52

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Invite the young people to think back over all the different things they did in this lesson, and invite volunteers to share some of the key things they learned.
- Take some time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - On Easter Sunday, we celebrate the Resurrection of Christ.
  - Easter Sunday begins the Easter season, which lasts until Pentecost Sunday.
  - The Easter season is a season of rejoicing.

### **Short Closing Prayer (optional)**

**Note:** Use this prayer if you do not intend to use the longer prayer service on the next page to close this lesson.

- Invite the group to stand. Begin the prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the group to respond “Alleluia!” to the following exclamations:
  - Christ is risen from the dead! (Alleluia!)
  - Christ is risen and has appeared to Thomas! (Alleluia!)
  - Christ is risen and has given us new life! (Alleluia!)
  - Christ is risen, and death is defeated forever! (Alleluia!)
  - Christ is risen, and we rise with him, now and always! (Alleluia!)
  - Amen, Amen, Amen! (Alleluia!)

# Prayer Service

## Renewal of Baptismal Promises

Prepare by setting out a clear bowl of water or, if possible, holy water from the baptismal font, and a white taper candle in a candleholder. If possible, also include a small leafy branch for sprinkling. Gather the group around the bowl of water.

**Leader:** We are gathered here to celebrate the Resurrection of the Lord. Like the large Paschal candle in our church, this candle represents the Risen Christ. The bowl contains [or represents] the waters of Baptism. When we dip the candle into the water three times, we show that the Risen Christ gives life and power to the waters of Baptism. After each prayer, respond: "We rise to new life in Christ."

**Leader:** *(dipping the candle the first time)* Risen Christ, strengthen our faith.

**All:** We rise to new life in Christ.

**Leader:** *(dipping the candle the second time)* Risen Christ, bring us new hope.

**All:** We rise to new life in Christ.

**Leader:** *(dipping the candle the third time)* Risen Christ, show us the power of your love.

**All:** We rise to new life in Christ.

**Leader:** Let us now renew the promises that were made for us at our Baptism, when we were dipped, just like this candle, into the new life of the Risen Christ. After each question, respond, "I do."

**Leader:** Do you renounce Satan?

**All:** I do.

**Leader:** And all his works?

**All:** I do.

**Leader:** And all his empty show?

**All:** I do.

**Leader:** Do you renounce sin?

**All:** I do.

**Leader:** Do you renounce the lure of evil?

**All:** I do.

**Leader:** Do you renounce Satan, the author and prince of sin?

**All:** I do.

**Leader:** Do you believe in God, the Father Almighty, Creator of Heaven and Earth?

**All:** I do.

**Leader:** Do you believe in Jesus Christ, his only Son, our Lord?

**All:** I do.

**Leader:** Do you believe in the Holy Spirit, the holy Catholic Church, and life everlasting?

**All:** I do.

**Leader:** Please come forward and bless yourselves with the water.

*Ask the group to make a single-file line, bless themselves, and then return to their places.*

**Leader:** *(sprinkling the group with the water)* May the Risen Christ bless you and keep you. May the Risen Christ make his face to shine upon you and be gracious to you. And may Jesus, risen from the dead, give you peace. Alleluia, alleluia, alleluia!

**All:** Amen! Alleluia!

*Close with an appropriate Easter hymn, song, or musical selection.*

## Additional Activities

### Materials Needed

- hard-boiled eggs, one for each young person
- egg-decorating kits or food coloring
- vinegar
- spoons, slotted spoons, tongs, wire egg holders
- cups and mugs for different colors of dye
- a dish drainer
- bowls or baskets

### Materials Needed

- several small pieces of paper with Easter terms written on them
- blank paper
- crayons

### Easter Eggs (15 minutes)

- Prepare for this activity by gathering the supplies noted below and creating a space that will be easy to protect and clean.
- Explain that the egg is used as a symbol of Easter and of new life. Point out that just as a chicken pecks free of its shell to live a new life, so Jesus rose from the tomb to live a new life.
- Explain that in some cultures, people bring eggs and other foods to church on Easter to be blessed before they are eaten at the Easter Sunday meal. Tell the group that this is the origin of the “Easter basket” that we enjoy at Easter.
- Tell the young people that they will be dyeing eggs that you will give away to a parish ministry or local organization.
- Use a commercial egg-decorating kit with small tablets of egg dye included. Or, use food coloring for dye. Put a tablet or ten to twenty drops of food coloring in each cup or mug. Put a teaspoon of vinegar in each cup to ensure that the dye will set and not run off.
- Show the young people, if you wish, how to make a personalized egg by writing a message on the egg with a white or yellow crayon before putting it into the dye. The words will resist the dye and show up on the egg. (Egg-decorating kits often include a wax crayon for this purpose.)
- Set the eggs to dry in a secure place, clean the space together. Gather the dried eggs in bowls or baskets and refrigerate them until they can be distributed to the group you have chosen.

### Easter Pictionary (15 minutes)

- Prepare by writing these Easter terms on separate small pieces of paper: *Easter basket, chocolate bunny, Easter egg, Paschal candle, jelly beans, Easter bonnet, Easter Bunny, baby chick, Easter lily, chocolate egg.*
- Explain to the group that they will play an Easter version of Pictionary.
- Divide the group into two teams. Give each team an Easter word.
- Choose a team to go first. Ask the team to choose someone to illustrate the word.
- Give the other team three chances to guess the word correctly. If the team guesses correctly, it is their turn to illustrate an Easter word. If not, the first team reveals the correct answer and then continues with a new Easter word.
- Keep track of correct answers on the board. The team with the most correct answers after 15 minutes (or the time allotted to the game) is the winner.

## Materials Needed

- a computer with internet access
- a computer projector
- half-sheets of paper

## Thomas the Believer (15 minutes)

- Show the video "You Are My All in All" (YouTube, 4:15). Before viewing, ask the group to imagine Thomas voicing these words of faith after he met the Risen Christ, as a longer version of "My Lord and my God."
- Explain that it is a devotional custom to say the words, "My Lord and my God," when the priest raises the Host at Mass during the consecration. Tell the young people that with these words we, like Thomas, proclaim our belief in the risen Christ present with us in his Body and Blood under the appearances of bread and wine.
- Distribute half-sheets of paper. Show the video again, asking the group to jot down any phrases of the song that they would like to remember and say as a prayer. Ask them to keep this paper in a special place at home where they will come across it often.

## Pentecost



# Come, Holy Spirit





## Lesson at a Glance

### Scripture Focus

John 20:19–23

### Lesson Goals

- to state that the word *Pentecost* comes from Greek and means “fiftieth”
- to recall that Pentecost is the celebration of the coming of the Holy Spirit
- to identify the Holy Spirit as the helper that Jesus promised to send

### Catechism References

687, 691–701, 731–736, 1287

### Church Year Calendar

A Church year calendar is available in black-and-white (TX006169) and full-color (TX006170) at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

### Key Words

*ruah*, Pentecost, Advocate

### Music Suggestions

- “Come, Holy Spirit,” by John Angotti (World Library Publications)
- “Come, Holy Spirit,” by Tom Booth ([spiritandsong.com](http://spiritandsong.com))

### Materials Needed

- *The Catholic Children’s Bible* and the Pentecost activity booklet
- a board or poster to write on
- white construction paper, one piece for each young person, plus another twenty pieces (or more)
- markers or crayons
- red construction paper, twenty pieces
- several pairs of scissors
- several bottles of glue
- spring-loaded clothespins (at least forty-six)
- a clothesline
- small leafy branches, one for each youth
- a tray (or two) to hold the branches
- a large, clear bowl of water
- a song about the Holy Spirit
- materials for any additional activities you choose

### Background Reflection

We are very familiar with the coming of the Holy Spirit according to Saint Luke, as written in the Acts of the Apostles. In Luke’s account, the Holy Spirit comes in wind and in fire. In the Gospel of John, we encounter a quieter and gentler Holy Spirit. In this Gospel, the Holy Spirit comes on the breath of Jesus and brings the gift of peace. This manifestation of the Spirit has deep biblical roots, for the Hebrew name for “spirit” is *ruah*, literally, “breath.”

When deprived of oxygen, of breath, the human body dies. Without the Holy Spirit, the oxygen of the Church, the Body of Christ would shrivel and die. In the two-thousand-year-old history of the Church, God’s people have often failed to live up to the demands of discipleship. But, because of the breath of the Holy Spirit, the Church is still here.

Like the original disciples, we are often afraid. We lock our doors in anxiety and fear and guilt. Yet, the breath of God revives us. We are given life. We are gifted with the Spirit of peace. And, like those first disciples, we rejoice in the presence of Jesus.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to turn to page 1 of the Pentecost activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet to the group. Invite all the young people to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Remind the young people that we are celebrating the feast of Pentecost, the feast of the coming of the Holy Spirit upon the disciples and the beginnings of the Church.
- Explain that the Holy Spirit is our connection with Jesus. Tell them that we do not see Jesus in the flesh, but we are in union with Jesus through the Spirit. Point out that we call our connection with Jesus *prayer*, and we can only pray because the Holy Spirit has been given to us.
- Explain that the Hebrew word for Spirit, **ruah**, means "breath." Write on the board: *ruah*=Spirit=breath. Tell the young people that this means that we can use our own breath as a prayer, as a connection to Jesus in the Holy Spirit.
- Direct the young people to quiet themselves, close their eyes, and breathe *in* slowly and peacefully while saying (softly or silently) the name "Jesus."
- Direct the young people to breathe *out* slowly and peacefully while saying (softly or in their hearts) the word "peace."
- Direct the group in this way two or three more times, and then ask the group to continue silently on their own two or three more times.
- Conclude by saying: "Let us conclude our prayer. Thank you, Holy Spirit, for being our breath, our prayer, our peace. Amen."



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find John 20:19–23 in *The Catholic Children's Bible* (page 1704).
- Ask the young people to listen for a reference both to breath and the Holy Spirit in this passage.
- Invite the young people to follow along as you read the Scripture passage aloud. Then ask them several questions to check for comprehension, such as the following:
  - Where were the disciples at the beginning of this Scripture passage? (*in a room with locked doors*)
  - How were the disciples feeling? (*afraid*)

- How did their feelings change when Jesus came? (*Their feelings changed to joy.*)
- What did Jesus bring them? (*peace*)
- What did Jesus breathe upon them? (*the Holy Spirit*)
- Have the young people turn to the activity on page 2 of the activity booklet and complete it. *Answers: peace, Jesus, disciples, afraid, joy, breathed, Holy Spirit, forgive*

### Understand It!

- Read the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the young people to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - After the death of Jesus, the disciples were afraid.
  - When Jesus came to them, he spoke his word of peace.
  - After Jesus' word of peace, the disciples were filled with joy.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Distribute white construction paper and markers or crayons. Make sure the young people understand the directions. Help them to formulate their messages as needed.
- Encourage the group to remember this person in prayer each day this week.

### Tell It!

- Invite several volunteers to retell the story in their own words.
- Affirm the young people for the points they remember. Help them with key points that may have left out.



## Discover! (25 minutes)

### Core Learning Activity (Craft)

#### Confirmation Banner

- Prepare for this craft by making a drawing of the intended result: a long clothesline with a Scripture quote (John 20:22) hanging from it: "Receive the Holy Spirit." Each letter will be cut out in white paper and pasted to a piece of red construction paper, and then attached to the clothesline with spring-loaded clothespins.
- Prepare a template for each letter from cardstock, using a commercial template or one of your own making. Note that there are twenty letters in the message. This may correspond to the number of young people in the group, or, if the group is larger, more than one "clothesline banner" can be made.

- Explain that the young people will be making this clothesline banner for the Confirmation group in their parish or group of parishes, or to help their parish or parishes celebrate the feast of Pentecost.
- Distribute one piece of red construction paper for the background of each letter. Then distribute the letter templates to the young people (one per person, or more as needed), along with a piece of white construction paper for each letter.
- Instruct the young people to trace and cut out the letters and then to glue them to the red construction paper.
- Mount the clothesline across a wall or overhead. Hang the letters on the clothesline with the clothespins (two for each letter). Decide who this will be gifted to and deliver it for the group.

### Process the Activity

- Review the Scripture quote on the banner: “Receive the Holy Spirit.” Emphasize that in the Gospel passage in today’s lesson, Jesus breathed upon his disciples and gave them the Holy Spirit.
- Assure the young people that this banner represents our prayer that those who are being confirmed, or the people in our parish, will be open to the breathing of the Holy Spirit in their lives.
- Explain that every Sacrament of Confirmation is a “new Pentecost,” when the Holy Spirit comes down upon those who are confirmed.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 284–285 in its place.

### Core Teaching

- Note that the Church is celebrating the feast of Pentecost, which is the feast of the coming of the Holy Spirit upon the disciples. Explain that every year at Pentecost, the Church celebrates this feast and prays to be open to the Holy Spirit in our own time.
- Explain that the word **Pentecost** comes from a Greek word meaning “fiftieth.” Tell the young people that Pentecost was originally a Jewish harvest celebration that was celebrated fifty days after Passover. Note that the Holy Spirit came upon the disciples on this feast as a sign of the fruitfulness of the Church. Tell the group that we celebrate Pentecost fifty days after Easter.
- Ask the young people to look up John 15:26–27 (pages 1692–1693), where Jesus speaks of the Holy Spirit as a “Helper.” Explain that this word is sometimes translated as **Advocate**, meaning “helper” or “someone who advises or speaks for” another. Note that this is how the Holy Spirit works in our lives: The Spirit helps and advises us, and the Spirit speaks for us before God and others.

- Mention that the liturgical color for the feast of Pentecost is red. Note that Pentecost is the last Sunday before Ordinary Time begins, and the color for Ordinary Time (the Sundays after Pentecost) is green.
- Explain that the Gospel passage we studied today is from the Gospel of John, and that John's Gospel does not record the event of Pentecost. Tell the group that John's Gospel describes the Holy Spirit coming directly from Jesus on Easter night.
- Note that the account of the Holy Spirit coming in wind and fire is from the Acts of the Apostles 2:1–13, written by Saint Luke. Explain that these two accounts differ because John's Gospel was written many years later than Luke's. Tell the young people that by the time John was writing, the Holy Spirit was no longer coming in fire and wind, but in quieter and gentler, yet powerful, ways. Explain that this is how the Holy Spirit comes to us today.
- Ask the young people some questions to check for comprehension, such as the following:
  - What does the word *Pentecost* mean? (*fiftieth; we celebrate Pentecost fifty days after Easter*)
  - Why do we call the Holy Spirit the Advocate? (*The word advocate means "helper or advisor"; the Holy Spirit helps us and advises us.*)
  - What is the liturgical color for Pentecost Sunday? (*red*)
  - How does the Holy Spirit come to us today? (*in quiet and gentle, yet powerful, ways*)
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Pope Saint John XXIII, and encourage the young people to say, "Pope Saint John XXIII, pray for us," during the next week.



## ***We Know and Live Our Faith***

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- "The Coming of the Holy Spirit," page 19
- "The Gifts of the Holy Spirit" + activity, pages 31–32

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. Then invite the young people to begin the activity, or have them complete it with their families at home.



## Go! (10 minutes)

### Lesson Wrap-Up

- Invite the young people to think back over all the different things they did in this lesson, and invite volunteers to share some of the key things they learned.
- Take some time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The word *Pentecost* means “fiftieth.”
  - Pentecost is the celebration of the coming of the Holy Spirit.
  - The Holy Spirit is the helper that Jesus promised to send.

### Short Closing Prayer (optional)

**Note:** Use this prayer if you do not intend to use the longer prayer service on the next page to close this lesson.

- Begin the prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the group to respond, “Come, Holy Spirit,” to the following petitions:
  - To all those who are lonely and lack friends,
  - To all those who are suffering from illness or disease,
  - To all those who are homeless,
  - To all those who are fleeing their countries due to war or other dangers,
  - To all those who are making big decisions today,
  - To all Church leaders and government officials,
  - To all those who are choosing a vocation or a way of life,
  - To all those who are trying to decide the right thing to do,
  - To all of us here, in our every need,
- Pray aloud:
  - Come, Holy Spirit, fill the hearts of your faithful, and kindle in them the fire of your love. Send forth your Spirit, and they shall be created. And you shall renew the face of the Earth. Amen. (*Catholic Household Blessings and Prayers*)

# Prayer Service

## The Gentle Voice of the Spirit

Prepare by gathering small leafy branches, one for each young person, cut from several trees or bushes so that no one tree or bush will suffer unduly. Set these on one or two trays. Choose volunteers to pass them out to the group at the appropriate time. Set a clear bowl of water on a table, either in the middle of the group or at the front of the room. Choose two readers. Give the readers an opportunity to practice their readings ahead of time. Choose an appropriate song about the Holy Spirit to play while the group is placing their branches into the bowl of water.

**Leader:** The Prophet Elijah was a great prophet of the Old Testament. When his enemies were trying to kill him, he fled to a cave in the desert. Let us listen to his story.

**Reader 1:** A reading from the First Book of Kings. (*Read 1 Kings 19:11–13.*)

The Word of the Lord.

**All:** Thanks be to God.

**Leader:** Holy Spirit, when we are in trouble, help us to be still.

**All:** Holy Spirit, let us hear the soft whisper of your voice.

**Leader:** Holy Spirit, when we are fearful and anxious, help us to be still.

**All:** Holy Spirit, let us hear the soft whisper of your voice.

**Leader:** Holy Spirit, when we are worried about family, friends, or the future, help us to be still.

**All:** Holy Spirit, let us hear the soft whisper of your voice.

**Reader 2:** A reading from the holy Gospel according to John. (*All stand. Reader reads John 20:21–22.*)

The Gospel of the Lord.

**All:** Praise to you, Lord Jesus Christ.

*(All sit for leader's remarks.)*

**Leader:** God does not usually come to us in a loud way. God was not in the earthquake. God was not in the wind. God was not in the fire. But

God came to the Prophet Elijah in a soft whisper. Jesus brought the Holy Spirit to the disciples in his gentle breath, a breath that makes hardly any sound at all. But we need that soft breath. Just as we need to breathe to live, we need to breathe in the Holy Spirit. Find a quiet place, and just breathe in the Holy Spirit for awhile. (*Pause.*)

**Leader:** Will the prayer helpers please pass out the green branches? As the green branches are passed out, please take one green branch. Green is a sign of new life. The green leaves of trees are important to us, because they clean the air and help us to breathe. As the green leaves of the trees respond to the gentle wind, we want to respond to the breath of the Holy Spirit in our lives. (*Pause.*)

**Leader:** As the song plays, pray a short prayer to the Holy Spirit, a prayer that you really want to pray. Pray it quietly. Then, when you are ready, bring your green branch up to the bowl of water at the front of the room and place the branch in the water. Water is a beautiful sign of the Holy Spirit, because we are baptized in water—the gift of God that gives life.

*Play an appropriate song or hymn to the Holy Spirit. When all the branches have been placed in the bowl of water, close the prayer service as follows:*

**Leader:** Thank you, Holy Spirit, for your breath and your life. May we always seek you as our Friend, our Advocate, our Comforter. May we follow where you lead, in faith, hope, and love.

**All:** Amen.

## Additional Activities

### Materials Needed

- wire hangers, one for each person
- sets of fire, water, dove, and cloud templates, one for each young person
- red, blue, and white construction paper, several sheets of each for each young person
- several hole-punches
- string, about 1 yard for each person

### Symbols of the Spirit Mobile (15 minutes)

- Prepare by reading about the symbols of the Holy Spirit in paragraphs 694–701 in the *Catechism of the Catholic Church*.
- Choose three or four symbols and make templates from cardstock for them. For example: fire (flame from red paper), water (drop from blue paper), dove (from white paper), cloud (white paper). Make enough templates so that every two young people can share a set.
- Construct one mobile to show to the group as a sample. Show the sample, and explain to the group that they will be making a “Symbols of the Spirit Mobile” to give to those on the parish prayer list (or to the sick and “shut-in” of the parish).
- Explain the meaning of each symbol in a simple way, based on the *Catechism* paragraph for that symbol.
- Give each young person a wire hanger and a set of templates.
- Distribute a pair of scissors and several sheets of the red, blue, and white construction paper to each young person. Instruct the young people to trace the fire symbol on the red paper, the water symbol on the blue paper, and the cloud and dove on the white paper. Direct them to cut out these symbols. Explain that they may make more than one of each symbol for their mobiles.
- Instruct the group to punch a hole at the top of each symbol. Distribute the strings, and direct the young people to cut the string into various lengths to hang their symbols from. They should tie one end to a symbol and the other end to the straight wire of the hanger. Tell them to be sure the string lengths are varied so that the symbols do not bump into each other when they hang.
- Ask the young people to write, on the back of a dove, “We are praying for you! Fifth Grade” (or something similar).
- Display the mobiles, and make arrangements for them to be given to those who are ill or confined to their homes.

### Materials Needed

- empty square tissue boxes, one for each young person
- blank index cards, four for each young person
- several rolls of wrapping paper
- several rolls of clear tape
- several bottles of glue

### Gifts of the Holy Spirit Box (15 minutes)

- Explain that the Gifts of the Holy Spirit are Wisdom, Understanding, Counsel (Right Judgment), Fortitude (Courage), Knowledge, Piety (Reverence), and Fear of the Lord (Wonder and Awe). Write these gifts on the board. Explain that we first receive these gifts at Baptism and that they are strengthened in Confirmation.
- Distribute an empty square tissue box to each young person. Explain to the group that they will be making Holy Spirit gift boxes to be given to Confirmation candidates. Mention that those who wish may also make one for themselves.
- Distribute four index cards to each young person. Direct the young people cut them in half lengthwise so that they have eight strips. Instruct the group to write one gift on each of seven strips. Then have them fold the strips in half and put them inside the gift box.
- Set out the wrapping paper, tape, and glue, and invite the young people to wrap the boxes like a gift, leaving the opening uncovered. Have them use their last strip to write "Holy Spirit Gift Box," and then glue or tape this strip to the outside of the box.
- Explain that the purpose of the box is to help us be more mindful of the Gifts of the Holy Spirit. Each morning, a Confirmation candidate will draw a gift from the box and say a short prayer to the Holy Spirit: "Come, Holy Spirit, send your gift of Right Judgment to me this day." Explain that the candidate will set that strip of paper aside that day and draw another gift the next day. Tell the young people that you will pass these instructions along to the recipients.

### Materials Needed

- a computer with internet access
- a computer projector

### Come, Holy Spirit (15 minutes)

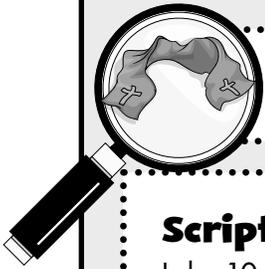
- Show the video "Pentecost Sunday 208 (Life Changing Love)—Catholic Video by Speaker Ken Yasinski" (YouTube, 6:50).
- Affirm with the young people that we can ask the Holy Spirit to be with us and to strengthen and guide us at any time. Remind them that we first received the Holy Spirit at Baptism and are strengthened with the Gifts of the Holy Spirit at Confirmation.
- Dim the lights and invite the young people to close their eyes and to silently repeat, "Come, Holy Spirit," or encourage the young people to take time to pray that the Holy Spirit may come into the lives of everyone else in the room to help them and encourage them as disciples of Christ.
- Remind the group to pray to the Holy Spirit often, especially when troubled or upset, because the Holy Spirit is truly our friend, our comforter, and our helper!

**Ordinary  
Time**



**Learning  
and  
Living  
Our Faith**





## Lesson at a Glance

### Scripture Focus

Luke 10:25–37

### Lesson Goals

- to state that there are two seasons of Ordinary Time in the Church calendar
- to identify Ordinary Time as the season in which we learn more about the life and teachings of Jesus Christ
- to recognize the parable form of storytelling as Jesus' preferred method of teaching

### Catechism References

546, 1163–1171

### Church Year Calendar

A Church year calendar is available in black-and-white (TX006169) and full-color (TX006170) at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

### Key Word

parable

### Music Suggestions

- “Who Is My Neighbour?” by Ian White (Little Misty Music)
- “Love Your Neighbor,” by The Love Your Neighbor Project (TYNPMusic)

### Materials Needed

- *The Catholic Children's Bible* and Ordinary Time activity booklet
- copies of the handout “Caring Bears Pattern” (TX006198), one for each young person
- several yards of colorful cotton cloth
- old, clean nylon stockings
- black felt
- fabric glue
- scissors for cutting fabric
- pencils
- current Church calendar
- half-sheets of paper
- 6 inches of green ribbon for each person
- materials for any additional activities you choose

### Background Reflection

Ordinary Time uses the term *ordinary*, because this Church season is designated by *ordinal* numbers, that is, first, second, third, and so on. It is not because it is an unremarkable time in the Church year. In fact, it is quite the opposite. Ordinary Time is when we encounter the life and teachings of Jesus in Scripture. By listening, reflecting, and acting on these teachings of Jesus, our lives will be anything but ordinary.

Through Scripture, Jesus is still teaching us today. Imagine him setting the scene in today's Parable of the Good Samaritan, shaping the characters through description and dialogue. He focuses in on the leading question, “Which one of these three acted like a neighbor?” and then caps the whole story with the zinger at the end: “You go, then, and do the same.”

Help the young people embrace this season as a time to get to know Jesus more deeply and to incorporate his example and teachings into their everyday lives. Once we hear the parables and teachings of Jesus, it is time to go and do the same.



## Get Ready! (10 minutes)

### Opening Prayer

- Invite the young people to find the opening prayer on the front page of the Ordinary Time activity booklet.
- Begin prayer by leading the young people in the Sign of the Cross, and then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read the prayer on page 1 of the activity booklet to the group. Invite all the young people to say "Amen," and then close with another Sign of the Cross.

### Engage Activity

- Prepare by gathering three or four newspaper or internet articles about people doing good things for others in distress. Print these articles or write them up so that they can be read in the group.
- Distribute the articles to three or four volunteers to read aloud. After each article is read, ask the following questions:
  - What happened in this story? (*Accept reasonable responses.*)
  - Who was the "hero" in the story? (*the person who helped someone else*)
- Explain that sometimes we call those who rescue or help others in some way, "Everyday Heroes." Explain that this means that the rescuers met this challenge during their everyday lives. Remind the young people that, even though stories of tragedy make the news, there are many untold stories of many good people helping others every day. Encourage them to make their own stories of helping others!
- Ask the young people to listen for the "Everyday Hero" in the Scripture passage for today.



## Dive In! (15 minutes)

### Scripture Focus

- Invite the young people to find Luke 10:25–37 in *The Catholic Children's Bible* (page 1606).
- Tell the young people that the main characters in the story are a Samaritan and a Jew. Explain that these two groups of people both believed in God, but differed in many other ways. Point out that they most often ignored and had nothing to do with each other.

- Invite the young people to follow along as you read the Scripture passage aloud. Then ask several questions to check for comprehension, such as:
  - Who are the characters in this story? (*the Good Samaritan, the robbers, the priest, the Levite, the man who was robbed and beaten, the innkeeper*)
  - Who was the “Everyday Hero” in the story? (*the Good Samaritan*)
  - How did Jesus expand the idea of neighbor in this story? (*A neighbor is anyone who needs help, whether they are in “your group” or not.*)
  - What did Jesus say to do at the end of the story? (*“Do the same,” that is, do what the Good Samaritan did, and treat everyone as neighbor.*)
- Have the young people turn to the activity on page 2 of the activity booklet and complete it with their Bibles open. *Answers: 1. neighbor, 2. Jericho, 3. dead, 4. Samaritan, 5. kind*

### Understand It!

- Read the Understand It! on page 1 of the activity booklet to the young people, or invite a volunteer or volunteers to read.
- Invite the young people to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - A **parable** is a story with a message. Jesus told parables to make points and to teach people.
  - Even though we are different from one another, we are all neighbors.
  - Kindness is not an option for a follower of Jesus. We are all commanded to treat others with care and kindness.

### Live It!

- Read the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Gather the names of the group in a hat or bowl. Then pass the hat or bowl for the group to draw names.
- Brainstorm with the group different ways they might be a neighbor to the person they chose. Suggest actions, such as praying for that person, making a point of talking to that person before or after the session, giving that person a compliment, asking how that person’s day is going, smiling at that person.

### Tell It!

- Invite several volunteers to retell the story in their own words. Or have one group member start the story and then have each young person add one sentence. Go around the group until the entire story is told.
- Affirm the young people for the points they remember. Help them with key points that may have left out.

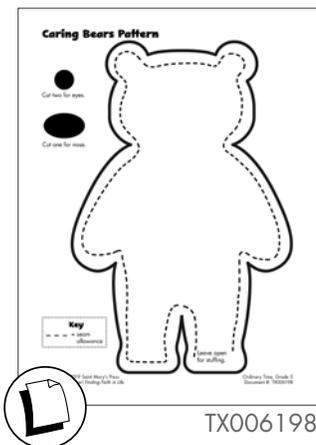


## Discover! (25 minutes)

### Core Learning Activity (Craft)

**Note:** The handout can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade5](http://www.smp.org/discover_grade5).

Ordinary Time



#### Caring Bears

- Contact a nearby facility that serves children in need, for example, a hospital, clinic, or a family homeless center. Ask the staff if they would accept several homemade bears to give to the children. Arrange for a delivery date and time.
- In advance of the lesson, invite a group of parents or other assistants to help you prepare pre-sewn bears (with foot open) for each fifth grader. Have the copies of the bear pattern handout on hand, and show them how to use it to cut out two bears from cotton cloth in a colorful pattern. Have them sew the bears inside out and back-to-back. Tell them to leave an opening at the foot for filling the bear with stuffing, and then turn the bear right side out.
- Explain to the young people that they will be making Caring Bears for children who are in need. Explain that the bears will help the children by giving them something soft and colorful to hold and play with. Explain that by making the bears and gifting them to others in need, we can be Good Samaritans.
- Distribute one bear to each fifth grader and provide some stuffing such as cotton balls, old nylon stockings, or other soft material.
- Show the young people how to stuff the bear by using a pencil to push the stuffing into the head, arms, and feet of the bear.
- Prepare several templates, using the handout, for the eyes and nose of the bear. Explain how to cut the eyes and nose from felt, using the templates.
- Make fabric glue available for gluing the eyes and nose to the bears. Invite adult supervisors to help if necessary.
- Collect the bears in an attractive box or basket for delivery to the children's facility. Tell the young people that you will have some adults sew the bears closed and then they will be distributed to the children's facility.
- Ask a volunteer to make a card saying, "To the Children, from the Fifth Grade at \_\_\_\_\_ Parish. Get well soon!"

#### Process the Activity

- Ask the group how they felt working on their Caring Bear and to share what was fun or what was difficult about making the bear.
- Explain that making a toy for a child in need is a great way to show someone that you are their neighbor.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 295 in its place.

## Core Teaching

- Explain that Ordinary Time is a season of the Church year. Explain that we are in Ordinary Time when the Sundays are marked with numbers: first, second, third, etc. Note that these kinds of numbers are called *ordinal* numbers, because these numbers are used to put things in order.
- Explain that the Church uses the term *Ordinary Time* for the season of the year when we learn about Jesus and how he wants us to live our ordinary lives in an extraordinary way.
- Show a Church calendar that marks the Sundays of Ordinary Time. Turn to January and point out the Sundays of Ordinary Time up to Lent. (The First Sunday of Ordinary Time may be superseded by the Feast of Epiphany. Explain that, when feasts occur, the Sunday is still counted but the feast day is observed instead.) Point out that this is the shorter season of Ordinary Time.
- Turn to Pentecost Sunday and point out the Sundays of Ordinary Time up to Advent. Have the group count them with you. Note the feasts that supersede some of the Sundays. Point out that this is the longer season of Ordinary Time.
- Point out the upcoming Sunday. Ask the young people what Sunday of Ordinary Time it is, or if the Sunday is superseded by a feast.
- Explain that during Ordinary Time, we learn more about the life and teachings of Jesus Christ. In this season, we hear many of the parables of Jesus. Explain that the parables teach a message from Jesus that illustrate how we should live as children of God and brothers and sisters of Jesus. Note that teaching in parables was the favorite teaching method of Jesus.
- Ask the young people why they think Jesus taught in parables. Help them realize that parables are stories and people like stories, parables are easy to remember, parables are about ordinary people and situations, and parables have a message.
- Recall the Parable of the Good Samaritan as one of the most famous parables of Jesus.

- Ask the young people to recall some of the other parables of Jesus that we read in the Bible and hear at Mass. (*the Parable of the Sower and the Seed, the Parable of the Pearl of Great Price, the Parable of the Wise and Foolish Virgins, etc.*)
- Ask the young people some questions to check for comprehension, such as the following:
  - Why is this season of the Church year called Ordinary Time? (*Because the Sundays are marked by ordinal numbers like first, second, third. These are the numbers that put things in order.*)
  - What do we learn during Ordinary Time? (*We learn more about the life and teachings of Jesus.*)
  - What was Jesus' favorite teaching method? (*Jesus' favorite method was teaching in parables.*)
  - What was the parable we studied today? (*the Parable of the Good Samaritan*)
- Have the young people turn to page 4 of the activity booklet. Read the "People of Faith" section to the group. Add any other information you know about Saint Louise de Marillac, and encourage the young people to say, "Saint Louise de Marillac, pray for us," during the next week.



### ***We Know and Live Our Faith***

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this lesson:

- "Grace," page 42
- "Grace and Freedom," page 42

Read the selections aloud, or invite a volunteer to read, as time allows. Check for understanding by asking several questions. You may want to summarize the key concepts for the young people.



## **Go! (10 minutes)**

### **Lesson Wrap-Up**

- Invite the young people to think back over all the different things they did in this lesson, and invite volunteers to share some of the key things they learned.
- Take some time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - There are two seasons of Ordinary Time in the Church calendar: one after Pentecost, and then a shorter one between the seasons of Christmas and Lent.
  - Ordinary Time is the season in which we learn more about the life and teachings of Jesus Christ.
  - The parable form of storytelling was Jesus' favorite method of teaching.

### **Short Closing Prayer (optional)**

**Note:** Use this prayer if you do not intend to use the longer prayer service on the next page to close this lesson.

- Begin prayer by leading the group in the Sign of the Cross, then saying, "Let us remember that we are in the holy presence of God," followed by a few seconds of silence.
- Tell the young people that you will read something and their response will be, "Jesus, be with us."
  - Jesus, you are with us always. Be with us now, and in all the days ahead in Ordinary Time.
  - Jesus, you are with us always. Be with our families and friends in the days ahead. Keep us safe and free from sin and danger.
  - Jesus, you are with us. Be with our Church and our parish family. As we meet on the Sundays of Ordinary Time, help us to pray for one another and care for one another as your brothers and sisters.
- Close with the Sign of the Cross.

# Prayer Service

## Ordinary Time with Jesus

Prepare by choosing quiet music to use while the young people are writing their notes and a favorite hymn or song to play during the procession. Prepare a table on which is set a basket and a crucifix or icon of Jesus.

To begin the prayer service, distribute half-sheets of 8½-x-11-inch paper and about 6 inches of green ribbon to each young person. Have the group think about the next few months of Ordinary Time. Suggest that they each write a note to Jesus, asking him to help them to live Ordinary Time in faith, hope, and love. Have them roll up their notes and tie them with the ribbons. Explain that they will use the notes during the prayer service. Invite the young people to stand.

Ordinary Time

**Leader:** Jesus, you are with us always. Be with us now, and in all the days ahead in Ordinary Time.

**All:** Jesus, be with us.

**Leader:** Jesus, you are with us always. Be with our families and friends in the days ahead. Keep us safe and free from sin and danger.

**All:** Jesus, be with us.

**Leader:** Jesus, you are with us. Be with our Church and our parish family. As we meet on the Sundays of Ordinary Time, help us to pray for one another and care for one another as your brothers and sisters.

**All:** Jesus, be with us.

**Leader:** Now let us process to the table and place our notes in the basket as we offer our Ordinary Time to Jesus. Then return to your seats.

*Play music while the young people process with their notes.*

**Leader:** Please bow your heads as we pray:

Lord Jesus, thank you for being with us. Thank you for all the graces and blessings you have prepared for us in the coming months of Ordinary Time. Keep us close to you now and always. We ask in your name, Lord Jesus.

**All:** Amen.

## Additional Activities

### Materials Needed

- old sheets, towels, and headscarves

### A Good Samaritan Play (15 minutes)

- Prepare by collecting old sheets for robes and bath towels and scarves for headgear.
- Decide whether the play will imitate the Gospel era, or perhaps the group would like to do a modern retelling of the Good Samaritan story. If the group is large enough, perhaps these two approaches could be worked on simultaneously.
- Assign roles for each character in the play: Jesus (as storyteller); the teacher of the Law who questions Jesus; the Samaritan; the priest; the Levite; the robbers; the man who was robbed; the innkeeper.
- Assign a narrator to read the Gospel from *The Catholic Children's Bible* and have the characters pantomime the story, or assign a narrator to read and pause for any dialogue.
- Give the characters a few minutes to outline and practice their performance.
- Present the play (or plays) to the group as a whole and to other groups in the school if possible. Performances could be videotaped for showing to parents.

### Materials Needed

- a computer with internet access
- a computer projector

### Kindness Boomerang (15 minutes)

- Show the video "Life Vest Inside—Kindness Boomerang—'One Day'" (YouTube, 5:45).
- Invite the young people to discuss their reactions to the video. Ask them what they noticed and what the message of the video might be.
- Encourage them to draw connections between the acts of kindness in the video and the parable of the Good Samaritan. Ask them how these people were acting as Good Samaritans to others.
- Remind them that our acts of kindness may seem small, but we have no idea how they might touch someone's life or inspire others to share kindness as well.
- Invite the young people to brainstorm some simple acts of kindness that they can do yet today. Ask them to choose one and to do it by the end of the day. Encourage them to write down what happened and report it back to the group at the next gathering.

### Materials Needed

- a computer with internet access
- a computer projector

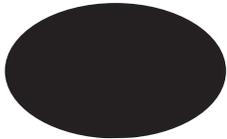
### The Good Samaritan (15 minutes)

- Play the video "The Good Samaritan (Luke 10:25–37)" (YouTube, 3:09), published by Saddleback Kids.
- Encourage the group to name things that can separate us from others today: religion, politics, differing opinions, racial differences, etc.
- Ask the young people to share Jesus' solution to separation and differences. (*being kind, helping others, like the Good Samaritan*)
- Remind the young people that in discussing different opinions, it is important to listen and to take turns speaking without interrupting the other. Role-play examples if time permits.

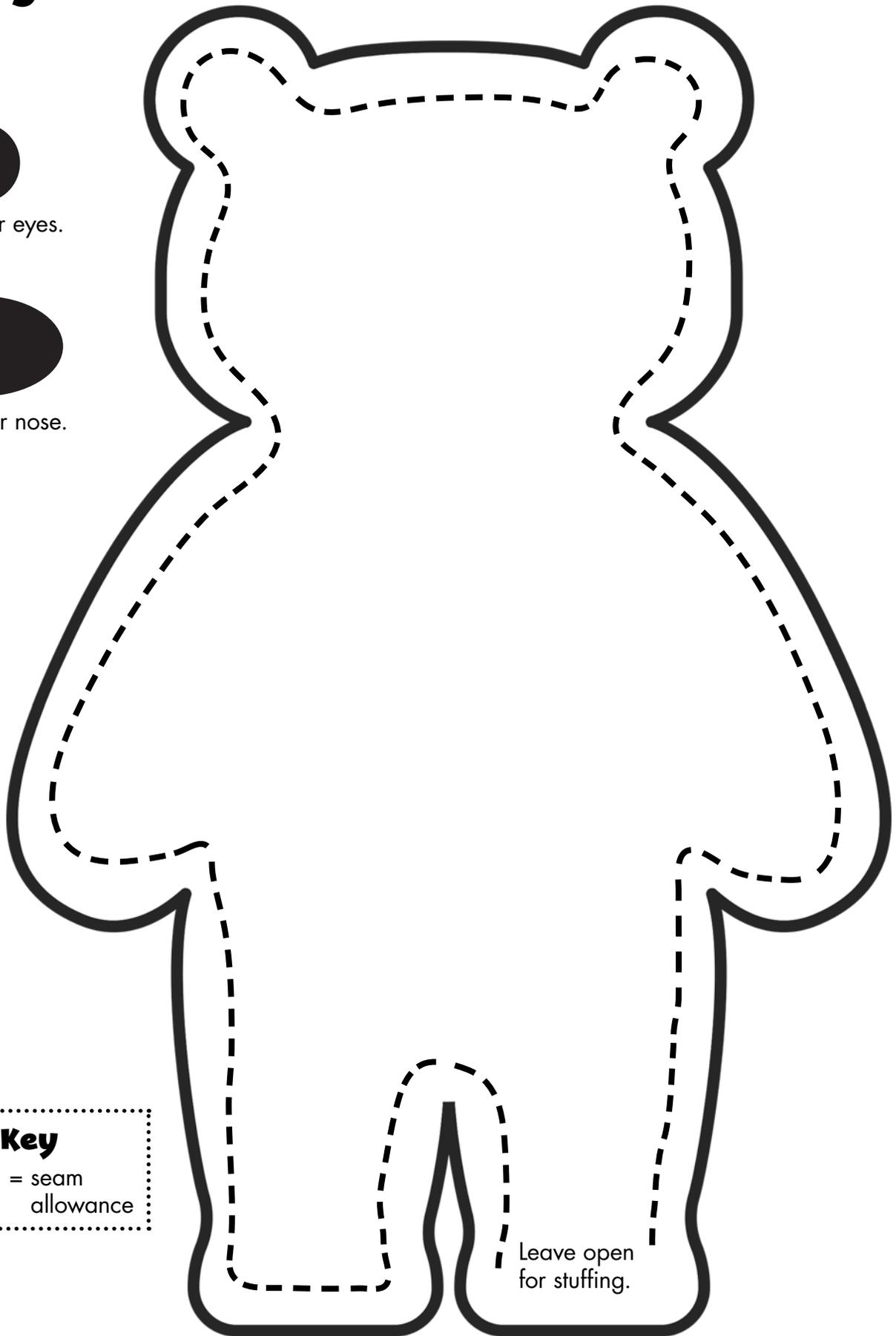
# Caring Bears Pattern



Cut two for eyes.



Cut one for nose.



**Key**  
- - - = seam allowance

Leave open for stuffing.



# Living the Mission: Faith in Action



**Mission 1:** Each day this week, write in your mission booklet one thing you are grateful for. Say a silent prayer to God in thanksgiving.

**Mission 2:** Reflect on someone you might need to say you're sorry to. Write that person's name in your mission booklet, and make a plan to express your sorrow to this person in some way.

**Mission 3:** Think of one thing you can do to care for creation in a new way this week. Take that action and write a few notes in your mission booklet about what it was like.

**Mission 4:** Share some of your thoughts and feelings about what it means to you to be a follower of Jesus with one person this week. Write in your mission booklet how that conversation went.

**Mission 5:** Find a traditional prayer that you like (you can find some of these on pages 1990–1997 of *The Catholic Children's Bible*). Make a point to say this prayer each morning this week and note the date and time in your mission booklet.

**Mission 6:** Identify one change you can make in your behavior to minimize or end a conflict with someone. Write in your mission booklet about that change, and take that action.

**Mission 7:** Write in your mission booklet the names of five people who are important to you. Make a plan this week to tell each of these people how important they are to.

**Mission 8:** Set aside 5 minutes for silent prayer time each day this week. Ask God for those things you need in your life. Write these times in your mission booklet, and make some notes about what you asked God for.

**Mission 9:** Invite someone outside of your group of friends to join you in a game or activity. Write some notes in your mission booklet about how it felt to extend this kindness to someone.

**Mission 10:** Encourage your family to create a donation box or piggy bank. Invite your family members to contribute to this each week. Write in your mission booklet the name of an organization you will donate this money to at the end of the month.





**Mission 11:** Ask your teacher or parent to find next Sunday's Scripture readings for you. Read them before you go to Mass on Saturday evening or Sunday. Write in your mission booklet what you learned from reading these passages in advance.

**Mission 12:** Say a prayer each night for those who are suffering or struggling in life. Place a check mark in your mission booklet each time you have said a prayer.

**Mission 13:** Think of one new way you can be of service to your family this week. Write that in your mission booklet and place a check mark next to it when you have taken that action.

**Mission 14:** Create a list of five acts of kindness in your mission booklet. Choose one of these actions and do it this week.

**Mission 15:** Write in your mission booklet the names of several people who are closest to you. Share with them how you see God through them.

**Mission 16:** Interview an adult Christian this week, and ask this person what it means for him or her to be a follower of Jesus. Take a few notes in your mission booklet.

**Mission 17:** Think of three ways you can better take care of your body this week, and write them in your mission booklet. Choose one of these ideas, and see if you can take action for a whole week.

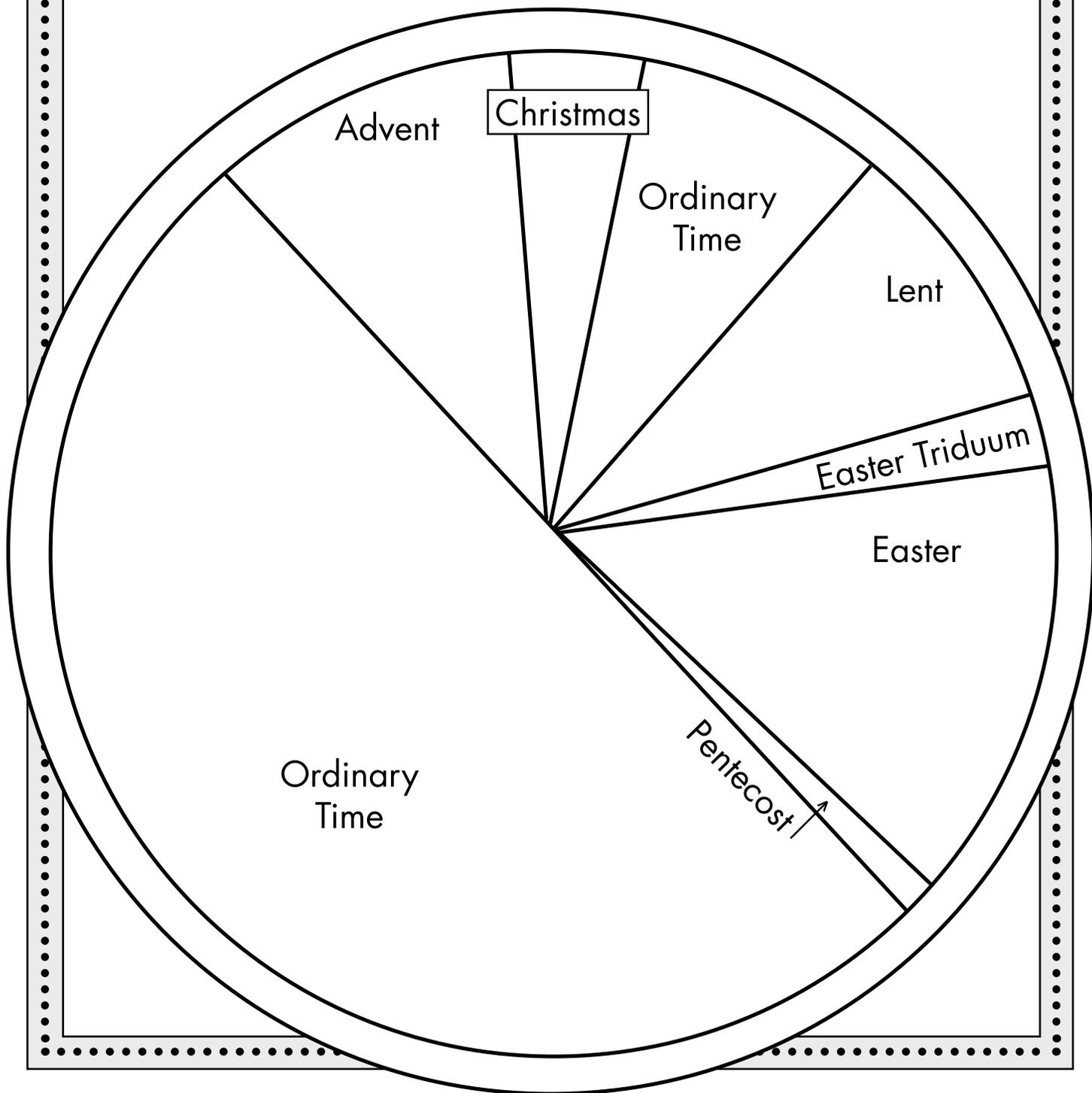
**Mission 18:** Ask your family to help you name some of your gifts. Write them in your mission booklet. Take some time to share the gifts you see in other family members with them.

**Mission 19:** Think of a challenge you might have in your life. Write in your mission booklet the name of a family member or other trusted adult you can ask for advice in dealing with your challenge. Talk to that person this week.

**Mission 20:** Do something this week that focuses your time and energy on helping other people. Write that action in your mission booklet.



# Church Year Calendar



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The excerpt on page 38 is from "The Word of the Lord" ("*Verbum Domini*"), number 42, at [www.vatican.va/holy\\_father/benedict\\_xvi/apost\\_exhortations/documents/hf\\_ben-xvi\\_exh\\_20100930\\_verbum-domini\\_en.html](http://www.vatican.va/holy_father/benedict_xvi/apost_exhortations/documents/hf_ben-xvi_exh_20100930_verbum-domini_en.html). Copyright © 2010 LEV.

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## Endnote cited in excerpt from "The Word of the Lord"

1. *Propositio* 29.