

The Catholic Connections Handbook

For Middle Schoolers

Second Edition

CATECHIST GUIDE: THE NEW TESTAMENT, THE CHURCH, AND THE SACRAMENTS

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Pray It! Study It! Live It!® resources offer a holistic approach to learning, living, and passing on the Catholic faith.



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Introduction

Quick Overview

This guide is the parish catechist's resource for *The Catholic Connections Handbook for Middle Schoolers, Second Edition (CCH)*. The *CCH* is a comprehensive overview of the Catholic faith, in conformity with the *Catechism of the Catholic Church*. Its fifty chapters follow the outline of the Catholic faith as presented in the *Catechism* under the “four pillars” of faith: The Profession of Faith (the Creed), the Celebration of the Christian Mystery (the Sacraments), Life in Christ (Morality), and Christian Prayer. Thus, included in the *CCH* are the topics the Creed, liturgy and Sacraments, Christian morality, and prayer. Ten additional life issues chapters are found only in the catechist guides. The main text of each chapter in the *CCH* presents a particular topic of the Catholic faith. The sidebar articles in the chapter enhance the main text by connecting the topic to prayer, Catholic saints, Catholic history, and lived faith.

For the convenience of catechists, three separate guides accompany the *CCH*:

- *The Old Testament, the Trinity, and the Mission of Christ* (covering *CCH* chapters 1 through 18, and featuring two life issues chapters)
- *The New Testament, the Church, and the Sacraments* (covering *CCH* chapters 19 through 36, and featuring two life issues chapters)
- *Christian Morality and Prayer* (covering *CCH* chapters 37 through 50, and featuring six life issues chapters)

Each of these catechist guides provides the teaching process for catechists to use in covering each chapters' content and connecting it to young people's life experience.

In preparation for creating these guides, we spent many hours observing and interviewing catechists and parish catechetical leaders. The lessons in this guide were created to directly respond to the needs we observed and the needs those leaders shared with us.

Leading the Lessons

Each chapter in this guide is presented as a 60- to 90-minute lesson and provides time for the participants to read from the *CCH*. Each lesson is presented in a two-page spread so that you can teach the entire lesson without flipping back and forth between pages. Lessons follow the Saint Mary's Press Pray It! Study It! Live It! catechetical process that catechists have used with great success. Your preparation consists of familiarizing yourself with the *CCH* chapter content, reviewing the lesson in this guide, and gathering a few supplies.

Each lesson has four components: (1) a Pray It! segment found in the guide only and led by the catechist, or found in the Pray It! article in the *CCH*; (2) a Study It! segment; (3) a Live It! segment; and (4) a Pray It! segment found in the *CCH*. Each component is assigned a suggested time or time range. If your class is 60 minutes long, you will need to follow the shorter times; if your class is 75 or 90 minutes long, you can follow the longer times. Here's a quick look at the lesson components.

● **Pray It! Opening Prayer**

Each lesson begins with a short opening prayer related to the chapter topic. This prayer may be found only in the guide, or sometimes in the Pray It! article in the *CCH*, to be led by the catechist. Suggestions are included for actively involving participant volunteers in the prayer.

● **Study It!**

The Study It! component is the heart of the lesson and will take the majority of your class time. During this time you will cover or review the chapter content. The Study It! process follows the chapter headings and is typically divided into three sections. Each section has a suggestion for beginning with a simple activity or discussion to prepare the young people for the content in the section. This is followed by reading or presenting that section's content in the *CCH*. A suggestion for reviewing the section content through questions and discussion is also provided.

You may read or present the content of the sections in a variety of ways. Here are some suggestions:

- Have the participants take turns reading the *CCH* section aloud, switching at each paragraph.
- Have the young people read the section silently to themselves.
- Ask the participants to read the chapter at home, prior to class. Review the content in class using the chapter summary handout.
- Present the content of each section in your own words, asking volunteers to read key sentences or paragraphs at appropriate times.

There is a lot of content in each chapter. It will not be possible to cover it all in depth, especially if your class is 60 minutes or less, so you will need to summarize some sections of the chapter quickly. The lesson directions suggest which sections to summarize, and the numbered points on the chapter summary handout provide key points to use.

● **Live It!**

The Live It! component is an engaging learning activity that connects the chapter content to the young people's life experience. These activities are typically about 15 minutes long, requiring a minimum of supplies and usually having the participants work together. If your class time is short, you will need to stay on top of the time and keep moving the process forward without too much delay. If your class time is longer, you can allow more time for the participants to interact with the content and with one another.

● **Pray It! Closing Prayer**

The session concludes with another simple prayer, using the prayer from the Pray It! article in the *CCH*. Suggestions are included for actively involving participant volunteers in the prayer.

Handouts

The lesson for each chapter of the *CCH* has two one-page handouts designed to make your life as a catechist a little easier. The first handout is the chapter summary handout. On it are two or three learning objectives that are the main goals of the lesson. The chapter summary handout also contains a summary of the key content in the chapter. This handout can be used in the following ways:

- to help you prepare for leading the lesson with a quick overview of the main content points
- to hand out to the young people as a review of the chapter content
- to send home to parents and guardians so they are aware of, and reinforce, what their son or daughter is learning in the sessions

The second handout is typically used as a learning resource in the Study It! or Live It! components of the lesson process. Sometimes it will contain a prayer to use during the Pray It! component. This activity handout is often integral to the presentation of the lesson, but sometimes it is offered as an optional activity that can be used to extend and enhance the lesson. This optional activity handout can be used as a take-home activity. The variety of activity handouts allows for some to be used as discussion starters; some as informal, quick checks of the content presented; some as an aid to individual or small-group work; and some as a means to encourage creativity and personal expression in learning.

Online Content

All of the handouts in this guide are also available online for easy access and customization. Also available online are a variety of other resources that can be used to reinforce the content covered in a lesson and provide additional support for lesson planning. These resources include:

- chapter quizzes
- tip sheets for catechists and parents
- links to helpful websites
- additional activity handouts

Go to www.smp.org/resourcecenter/books/ to see how these support materials might help you.

Spirit and Life

As a catechist, you have taken on an exciting and profoundly important task. Saint John Baptist de La Salle, the patron saint of teachers, often reminded his teachers that their students were not simply students in an academic sense but were *disciples*: “This must be your goal when you instruct your disciples, that they live a Christian life and that your words become spirit and life for them” (Loes and Huether, eds., *Meditations by John Baptist de La Salle*, p. 440). As a Lasallian ministry, Saint Mary’s Press has this goal as well—that as you use and adapt these guides in your own situation, your words may become spirit and life for your own disciples. We at Saint Mary’s Press deeply appreciate your ministry and hope that our resources serve you well. Please be assured of our continual prayers for you and the young people you serve.

Part 1:

The Creed

Chapter 19

The Bible: The Gospels

Preparation and Supplies

- Study chapter 19, “The Bible: The Gospels,” in the handbook.
- Provide sheets of paper and pens or pencils, one for each group of four or five.
- Provide four index cards for each pair of young people.
- Provide Bibles and markers, one of each for each pair or group of three.
- Write the following list of bullet points on the board:
 - The birth of Jesus
 - Jesus’ first public miracle
 - The miracle of the feeding of the five thousand
 - The Last Supper
 - Jesus’ suffering and Crucifixion
 - The Resurrection
- Make copies of the chapter 19 activity handout, “Sharing the Good News” (Document #: TX003567), one for each pair or group of three.

Pray It! (5 minutes)

Tell the participants that in this lesson they will learn about the Gospels. **Explain** that through the accounts of the four Gospel writers, we learn who Jesus is and how he wants us to live. **Select** a volunteer to read 2 Peter 1:16. **Pray** the following:

- God our Father, we thank you for those whom you inspired to preserve and pass down the story of our salvation. As we enter into our study of the New Testament, help us to see and embrace the truths contained within. May our study, prayer, and immersion in the Gospel message bring us closer to you and your Son, Jesus, through the power of your Holy Spirit. Amen.

Close with the Sign of the Cross.

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

A. Jesus and the New Testament

1. **Organize** the young people into groups of four or five. Distribute a sheet of paper and a pen or pencil to each group. **Explain** the task as follows:
 - In your groups, discuss what you know about the events from Jesus’ life that are written on the board.
 - Invite representatives from each group to share what they know about the various events in Jesus’ life.
2. **Direct** the participants to read the chapter introduction and the section “Jesus and the New Testament,” on pages 202–204 in the handbook. The content covers points 1 and 2 on the handout “Chapter 19 Summary” (Document #: TX003566).

3. **(Optional) Direct** the young people to find a partner and turn to the Think About It! article on page 205 in the handbook. **Instruct** the pairs to read the article and discuss the questions.

B. Writing the Gospels

1. **Invite** the participants to reflect on a situation in their lives in which they and their family members experienced the same event in a totally different way. After a few moments, **direct** the young people to turn to someone near them and, in 60 seconds, share their experiences, explaining how each family member would describe the event. **Ask** for a few volunteers to share their stories with the group.
2. **Direct** the participants to read the section “Writing the Gospels,” on pages 205–208 in the handbook. The content covers points 3 through 7 on the handout “Chapter 19 Summary” (Document #: TX003566).
3. **Direct** the young people to find a partner. Give four index cards to each pair. **Ask** the pairs to write the names of the evangelists—Matthew, Mark, Luke, and John—one on each card. Then **ask**:
 - Having looked at the differences in the four Gospels, explain why each Gospel writer chose to write about Jesus the way he did. Write your response on that Gospel writer’s card. Be ready to report your answers.

Write the names of the evangelists on the board and ask for responses. **Summarize** the participants’ responses under the names of each of the evangelists.

C. Getting to Know Christ

Direct the participants to read the section “Getting to Know Christ,” on pages 208–211 in the handbook. The content covers points 8 and 9 on the handout “Chapter 19 Summary” (Document #: TX003566).

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

Live It! (20 to 25 minutes)

1. **Organize** the young people into pairs or groups of three. **Distribute** a Bible, markers, and a copy of the chapter 19 activity handout, “Sharing the Good News” (Document #: TX003567), to each pair or group. **Assign** each pair or group one of the following Scripture passages:
 - Luke 2:1–7
 - John 2:1–12
 - Matthew 14:13–21

Explain the task as follows:

- As a group, look up and read your assigned passage in your Bible.
- In the space allotted on the handout, design a “Web page” containing a short news story on the events you read about. Be sure your Web page includes artwork.

2. **Invite** the pairs or groups to share and explain their Web page with the entire group.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 203 in the handbook. **Lead** the young people in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Bible: The Gospels

Chapter 19 Summary

Chapter Learning Objectives

- The participants will examine how the four Gospels differ in emphasis because of the different perspectives of their authors.
- The participants will recognize that in Scripture, especially in the Gospels, we get to know Jesus and the truth of his message of salvation.

Content Summary

1. We can get to know Jesus through the events of his life and his message, as recorded in the four Gospels, in the Acts of the Apostles, and in the many letters of the New Testament.
2. *Inspiration* means that God is the ultimate author of the books of the New Testament, including the Gospels of Matthew, Mark, Luke, and John. These Gospels are at the heart of the whole Bible.
3. The Gospels of Matthew, Mark, and Luke are called the *synoptic* Gospels, because they record similar events and teachings. Yet each synoptic Gospel is also different from the others.
4. Matthew wrote for the Jewish people, and showed how Jesus' life fulfills the promises and prophecies of the Old Testament.
5. Mark wrote more for Gentiles and often explains Jewish customs in his Gospel.
6. Luke's Gospel emphasizes that Jesus came to save all people, and includes some unique stories to teach God's mercy and love for the poor. Luke's Gospel also teaches about Jesus' childhood.
7. John's Gospel is unique because it begins with the pre-existence of the Word of God as the Second Person of the Trinity. John's Gospel emphasizes the divinity of Jesus.
8. We can understand the Gospels better if we (a) know the audience and purpose for which each Gospel was written, (b) try to get the basic idea and realize that sometimes physical realities stand for spiritual realities, (c) realize that some Gospel events show that the Old Testament is being fulfilled through Jesus, (d) look to notes and commentaries within the Bible or in other books to help us, and (e) realize that we are not alone. We look to the bishops of the Church to explain Scripture and Tradition correctly, and, in our own study and prayer, we should ask the Holy Spirit to guide us.
9. If we read Scripture, we will get to know Jesus. In getting to know Jesus, we will learn what it means to be happy, in this life and in the next.

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Chapter 19 Activity: Sharing the Good News



Choose one of the following Scripture stories and read it in your Bible. In the space below, design a “Web page” containing a short news story about the event you read about. Be sure your Web page includes artwork about the event.

- The Birth of Jesus (Luke 2:1–7)
- The Miracle at the Wedding Feast at Cana (John 2:1–12)
- The Miracle of the Feeding of the Five Thousand (Matthew 14:13–21)



Chapter 20

The Bible: The Acts of the Apostles

Preparation and Supplies

- Study chapter 20, “The Bible: The Acts of the Apostles,” in the handbook.
- Provide sheets of paper and pens or pencils, one of each for each group of three or four.
- Provide Bibles, one for each participant.
- Make copies of the chapter 20 activity handout, “Come, Holy Spirit” (Document #: TX003569), one for each young person.

Pray It! (5 minutes)

Tell the participants that class will begin with a prayer to the Holy Spirit. **Invite** a volunteer to read John 14:26. **Pray** the following:

- Come, Holy Spirit, fill the hearts of your faithful and kindle in us the fire of your love. Amen.

Close with the Sign of the Cross.

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

A. Pentecost

1. **Ask** the young people to find a partner and answer the following questions. (You may want to write these on the board.)
 - If you could travel back to the time of Jesus, what particular event in Jesus’ life would you want to witness? Why?
 - Have you ever asked the Holy Spirit to help you make a difficult decision or to respond to the need of another? Describe the situation.

Invite volunteers to share their responses.

2. **Direct** the participants to read the chapter introduction and the section “Pentecost,” on pages 212–215 in the handbook. The content covers points 1 through 4 on the handout “Chapter 20 Summary” (Document #: TX003568).
3. **(Optional) Direct** the participants to the Think About It! article on page 215 in the handbook. **Read** the article. **Use** the questions there to lead a discussion.

B. The Work of Saint Peter

1. **Organize** the participants into groups of three or four. **Distribute** a sheet of paper and a pen or pencil to each group. **Explain** the task as follows:
 - On a sheet of paper, each group is to write a chapter for “Acts of the Disciples.” The purpose of your chapter is to share the news about ways young people today are spreading the message of Jesus Christ. Your group’s chapter should indicate how the Holy Spirit is at work in your world. Your chapter can be a story about an event you have experienced, it can be a prayer, or it can be a teaching you would like to share with other young people.
2. **Invite** the groups to read their chapters to the large group when everyone is finished working.

3. **Direct** the young people to read the section “The Work of Saint Peter,” on pages 216–217 in the handbook. The content covers point 5 on the handout “Chapter 20 Summary” (Document #: TX003568).
4. **(Optional) Invite** a volunteer to read aloud the Did You Know? article on page 217 in the handbook. **Ask** the participants to name our current Pope. **Help** them to connect with your local church (your diocese and parishes) by asking them to name the local bishop (or cardinal or archbishop) and some of the local priests and deacons. **Write** these names on the board.

C. The Travels of Saint Paul

Direct the participants to read the section “The Travels of Saint Paul,” on pages 218–221 in the handbook. The content covers points 6 and 7 on the handout “Chapter 20 Summary” (Document #: TX003568).

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

Live It! (15 to 20 minutes)

1. **Organize** the young people into ten groups. **Distribute** a Bible to each participant, and **assign** each group one of the following Scripture passages:

- Acts of the Apostles 1:1–9 (Jesus Promises the Holy Spirit)
- Acts of the Apostles 2:2–13 (The Coming of the Holy Spirit)
- Acts of the Apostles 2:43–47 (Life among Believers)
- Acts of the Apostles 3:1–10 (Peter and John Heal a Lame Beggar)
- Acts of the Apostles 6:1–8 (The Seven Helpers or The First Deacons)
- Acts of the Apostles 8:26–40 (Philip and the Ethiopian Official)
- Acts of the Apostles 12:6–18 (Peter Is Set Free from Prison)
- Acts of the Apostles 15:1–29 (Jews and Gentiles: The First Council)

Explain the task as follows:

- A blockbuster movie starring the Holy Spirit is soon to be released. Your job is to create a movie trailer that will be the “teaser” to invite people to come see the movie. *(Optional: Show a clip to illustrate that a trailer is made up of several scenes.)*
- In your group, you will read your assigned Scripture passage from the Acts of the Apostles and then develop a scene or skit that will be part of the movie trailer.

2. **Direct** the groups to present their scenes in order of the assigned chapters.
3. **Invite** comments on how the Holy Spirit was active in the scenes.

Optional Activity

Distribute to each participant a copy of the chapter 20 activity handout, “Come, Holy Spirit” (Document #: TX003569), and a Bible. **Use** the handout to reinforce the young people’s knowledge of Pentecost.

Closing Prayer (5 minutes)

Direct the young people to the Pray It! article on page 213 in the handbook. **Lead** them in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Bible: The Acts of the Apostles

Chapter 20 Summary

Chapter Learning Objectives

- The participants will explore how the coming of the Holy Spirit at Pentecost was a central event in the life of the early Church and in the spread of Christianity.
- The participants will examine various events in the Acts of the Apostles and the work of Peter and Paul.

Content Summary

1. The Acts of the Apostles is a written account of the early Church following Jesus' Resurrection and Ascension into Heaven.
2. The Acts of the Apostles focuses on the Church of the Apostles and their first followers.
3. This book's main theme is how the Holy Spirit guided the Apostles so the Word of God could spread, and it focuses in particular on the work of Saints Peter and Paul.
4. The Acts of the Apostles begins with the Ascension of Jesus and then gives an account of the event of Pentecost.
5. Saint Peter emerges as the leader of the early Church as it struggles to find its way. In an important event, Peter realizes that the Good News is meant for everyone—Gentiles as well as Jews.
6. After his conversion, Saint Paul brought the Church to the far reaches of the Roman Empire through his missionary activity.
7. The Acts of the Apostles ends with the image of Saint Paul in Rome, teaching about the Lord Jesus and proclaiming the Kingdom of God.

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Chapter 20 Activity: Come, Holy Spirit

Read the Acts of the Apostles 2:1–4 in your Bible. In the space below, create an illustration to represent one or more of the events at Pentecost.



Chapter 21

21

The Bible: The Letters

Preparation and Supplies

- Study chapter 21, “The Bible: The Letters,” in the handbook.
- Provide a Bible.
- Make copies of the chapter 21 activity handout, “Living Discipleship” (Document #: TX003571), one for each young person.
- Provide sheets of newsprint and sets of markers, one of each for each pair or group of three.
- Write the following format for a letter on the board:
 - Begin with a greeting saying who wrote the letter and to whom it is written.
 - Address the group’s main concerns in the body of the letter.
 - End the letter with a personal message to the people, followed by a blessing.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Paul’s Letter to the Romans. **Invite** a volunteer to read Romans 12:4–8. **Pray** the following:

- O God our Father, we thank you today for the many gifts you have given us, especially the gift of your Son, Jesus. Help us to follow in his footsteps and to use our gifts to serve your people. We ask this through Christ our Lord. Amen.

Close with the Sign of the Cross.

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

A. Understanding the New Testament Letters

1. **Brainstorm** with the young people various ways they keep in touch with their family and friends. **List** their responses on the board. **Ask** them to list the various ways we keep in touch with what is happening in the world today. **Write** those responses on the board.
2. **Direct** the participants to read the chapter introduction and the section “Understanding the New Testament Letters,” on pages 222–225 in the handbook. The content covers points 1 through 4 on the handout “Chapter 21 Summary” (Document #: TX003570).
3. **(Optional) Organize** the young people into groups of three or four. **Direct** the groups to turn to the Think About It! article on page 227 in the handbook. **Ask** them to read the article and then answer the questions as a group. **Tell** the groups to be prepared to share their answers with the large group.

B. Themes in the Letters of Saint Paul

1. **Explain** to the young people that the early Christian communities turned to the Apostles and other early Church leaders for guidance in how to live as followers of Christ. **Brainstorm** with the participants different situations that young people struggle with today in knowing how to live as followers of Christ. **Record** their answers on the board. **Ask** the participants to list people in their communities that they can turn to for solid advice when they have questions. **Create** a master list on the board.

2. **Direct** the young people to read the section “Themes in the Letters of Saint Paul,” on pages 225–228 in the handbook. The content covers point 5 on the handout “Chapter 21 Summary” (Document #: TX003570).
3. **(Optional) Distribute** a copy of the chapter 21 activity handout, “Living Discipleship” (Document #: TX003571), to each participant. **Use** it to help the participants explore the difficult decisions they face in their own lives, people they can turn to for guidance, and ways they can learn to live as Christians.

C. Themes in the Other Letters

Direct the young people to read the section “Themes in the Other Letters,” on pages 229–230 in the handbook. The content covers points 6 through 9 on the handout “Chapter 21 Summary” (Document #: TX003570).

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

Live It! (15 to 20 minutes)

1. **Organize** the participants into pairs or groups of three. **Distribute** a sheet of newsprint and a marker to each pair or group. **Tell** the young people that the early Christian communities learned about Jesus and grew in numbers in part through the epistles—the letters Paul and others wrote to the new followers of Jesus. **Explain** the task as follows:
 - In your pair or group, you are to imagine that you are writing a letter to a group of people in a faraway place that has a limited knowledge of Jesus.
 - In the letter, your group will answer the following questions:
 - What would you tell these people about Jesus and about what it means to be his follower?
 - How would you encourage them to become his disciples?
 - Each group or pair is to designate one person to record the letter on the sheet of newsprint using the format outlined on the board.
2. **Invite** the representative from each pair or group to share the letter with the large group.
3. **Comment** as follows in your own words:
 - The New Testament contains twenty-one letters, also called **epistles** (a Greek word meaning “letter”).
 - Thirteen of the letters were written by Paul or his followers. Seven more letters were written by James, Peter, John, and Jude (or by their followers). The Letter to the Hebrews is by an unknown author, and it reads more like a sermon than a letter.
 - We read the letters of the New Testament today because we can learn from them how to live as Christians. These early Christians, who lived so close to the time of Jesus’ life, death, and Resurrection, can guide our lives in Christ today.

Closing Prayer (5 minutes)

Direct the participants to turn to the Pray It! article on page 223 in the handbook. **Lead** them in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Bible: The Letters

Chapter 21 Summary

Chapter Learning Objectives

- The participants will reflect on the struggles they face in living as followers of Christ and where they can turn for guidance.
- The participants will explore the letters in the New Testament, the message the letters had for early Christian communities, and how that message applies to Christians today.

Content Summary

1. The New Testament contains twenty-one letters, also called **epistles** (a Greek word meaning “letter”).
2. Thirteen of the letters were written by Paul or his followers. Seven more letters were written by James, Peter, John, and Jude (or by their followers). The Letter to the Hebrews is by an unknown author, and it reads more like a sermon than a letter.
3. Most letters follow this format: (a) greetings, (b) the body of the letter, and (c) personal messages and a blessing.
4. We read these letters today because the values they express help us to live our Christian lives.
5. In the letters of Saint Paul, we find these important themes: (a) Jesus’ death on the cross, (b) the resurrection of the body, and (c) Jesus came to save all people.
6. The First Letter of Peter addressed the suffering the first Christians experienced for living their faith.
7. The Letter of James addresses the concern of living our faith with integrity and also warns against judging others, boasting, and ignoring those who are poor and hungry.
8. The First Letter of John encourages us to live in the light of God’s revealed truth and to not give up our faith in Jesus. The whole letter talks about the importance of love.
9. We read the letters of the New Testament today because we can learn from them how to live as Christians. These early Christians, who lived so close to the time of Jesus’ life, death, and Resurrection, can guide our lives in Christ today.

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Chapter 21 Activity: Living Discipleship

Living as a follower of Christ is easier at certain times than at others. For example, when a group of friends wants to do something that you know is wrong and goes against Jesus' teachings, it can be difficult to disagree with your friends and do the right thing. On the other hand, when those around you agree with you and are fully supportive of your commitment to your faith and to following Jesus' teachings, living as a follower of Christ is easier.

Describe times or situations when following Jesus' teachings might be difficult.

How can you overcome the difficulty in such situations and act as Jesus would want?

How might your example of true discipleship help others?

Who can be a source of strength and support for you in living as a disciple of Jesus?



Chapter 22

The Mission of the Church

22

Preparation and Supplies

- Study chapter 22, “The Mission of the Church,” in the handbook.
- Provide a Bible.
- Make copies of the chapter 22 activity handout, “Marks of the Church” (Document #: TX003573), one for each group of three or four.
- Gather sheets of newsprint, scissors, markers, and rolls of tape, one of each for each group of three or four.

Pray It! (5 minutes)

Tell the participants that class will begin with Jesus’ prayer for those who hear and follow his message. **Select** a volunteer to read John 17:20–23. **Pray** the following:

- Lord, may we be one with you and with one another. Help us to love one another well. Amen.

Close with the Sign of the Cross.

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

A. The Mission of the Church

1. **Ask** the young people to name various groups that people belong to, the purpose of each group, and images that are associated with the group. You might offer the example of the Boy Scouts, a group that helps young men to develop character and become responsible citizens. The Boy Scouts’ emblem is the *fleur-de-lis* with an eagle on it. **List** the participants’ responses on the board.
2. **Direct** the young people to read the chapter introduction on pages 232–233 in the handbook. The content covers points 1 through 3 on the handout “Chapter 22 Summary” (Document #: TX003572).
3. **(Optional) Direct** the participants to the Live It! article on page 237 in the handbook. **Use** the article to lead a discussion on the mission of the Church and how your local parish participates in that mission.

B. Images of Church

1. **Ask** the young people to brainstorm a list of images that they have heard people use to describe the Church. **Write** the list on the board. **Add** the images of People of God, Body of Christ, and Temple of the Holy Spirit if no one mentions them. **Tell** the participants that these are three central images that help us to understand the Church—who, what, and why.
2. **Direct** the young people to read the section “Images of Church,” on pages 234–237 in the handbook. The content covers points 4 through 8 on the handout “Chapter 22 Summary” (Document #: TX003572).

3. **Direct** the participants to the Think About It! article on page 235 in the handbook. **Ask** the young people to form pairs and then to read the article and answer the questions. **Invite** the pairs to share their favorite image and how it helps them to understand the Church.

C. The Marks of the Church

Direct the participants to read the section “The Marks of the Church,” on pages 237–241 in the handbook. The content covers point 9 on the handout “Chapter 22 Summary” (Document #: TX003572).

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

● **Live It! (15 to 20 minutes)**

1. **Organize** the participants into groups of three or four. **Distribute** a copy of the chapter 22 activity handout, “Marks of the Church” (Document #: TX003573), a sheet of newsprint, a marker, scissors, and a roll of tape to each group. **Explain** the task as follows:
 - Each group is to write the heading “The Four Marks of the Church” across the top of the newsprint.
 - Under this heading, divide the newsprint into four columns. Write one of the following four words at the top of each column: *One, Holy, Catholic, and Apostolic*.
 - Each group will then cut out the clues on the handout they have been given and determine under which heading each clue belongs. Then tape the clues in the appropriate columns. *(You may want to challenge the participants and offer an incentive for the group that can complete this activity first.)*
2. When everyone has finished arranging and taping the clues, **review** each one and **reinforce** what each Mark of the Church means.
3. **Ask** the participants where they have heard these four Marks of the Church used before. **Comment** as follows in your own words:
 - We name the four Marks of the Church in the Creed that we profess at Mass: One, Holy, Catholic, and Apostolic.

● **Closing Prayer (5 minutes)**

Direct the young people to the “Pray It!” article on page 233 in the handbook. **Invite** a few volunteers to take turns reading the lines of the prayer. **Close** with the Sign of the Cross.

● **Online Resources**

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Mission of the Church

Chapter 22 Summary

Chapter Learning Objectives

- The participants will differentiate between the Church and other types of communities.
- The participants will explore how God calls everyone to be a part of the Church.
- The participants will identify how various images help us to understand the mystery of the Church.

Content Summary

1. The word *church* means “convocation”: a community of people who gather in response to a call.
2. The people who respond to God’s call are one people through faith and Baptism, are united in love by the Holy Spirit, and are the Body of Christ in the world.
3. Jesus founded the Church during his earthly ministry. Since the Passion, death, Resurrection, and Ascension of Jesus, the Church has been working to fulfill her mission of bringing the Good News of salvation to all people.
4. Since the time of the Apostles Peter and Paul, the Church has been described in these images: People of God, Body of Christ, and Temple of the Holy Spirit.
5. The Jews understood themselves to be the People of God, the Chosen Ones through whom God would save the world. The first Christians came to see that they were God’s people, God’s Chosen Ones, through Christ and the Holy Spirit.
6. The Church is the Body of Christ because all of her members are united to Christ, the Head. The entire Church gets life and nourishment from Christ, especially through the Eucharist.
7. The Church is the Temple of the Holy Spirit because the Holy Spirit dwells in the Church as a whole and in each member of the Church. The Holy Spirit is the center or soul of the Church’s life.
8. Two other images of the Church are (1) the Church as Bride of Christ and (2) the Church as a sacrament, making visible the communion we share with God.
9. The Marks of the Church are essential features of the Church: The Church is One, Holy, Catholic, and Apostolic.

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Chapter 22 Activity: Marks of the Church



Clue 1

This mark refers to how the Church reflects the unity of the Trinity.

It completes the following profession of faith:

We profess that there is ____ Lord, ____ faith, ____ Baptism, ____ Body, and ____ Spirit.



Clue 2

This mark of the Church isn't fully realized yet because there are still divisions among Christians.



Clue 3

This mark means that the Church is blessed with the presence and love of God.



Clue 4

Sanctified by Christ and guided by the Holy Spirit, the Church is the _____ People of God.



Clue 5

This mark means that the Church is comprehensive and universal.



Clue 6

Because she is this mark, the Church proclaims the fullness of faith and contains everything we need for salvation.



Clue 7

This mark tells us that the Church was founded on Jesus' twelve Apostles.



Clue 8

This mark tells us that the Church is led by Christ through the Apostles' successors today.



Chapter 23

The Structure of the Church

23

Preparation and Supplies

- Study chapter 23, “The Structure of the Church,” in the handbook.
- Provide a Bible, three sets of markers, and a pad of construction paper.
- Tape a sheet of newsprint to the board at the front of the room.
- Gather magazines, scissors, and rolls of tape, one of each for each group of three or four.
- Gather three sheets of poster board, and write one of the following headings at the top of each: “Priest,” “Prophet,” “King.”
- Make copies of the chapter 23 activity handout, “How Much Do You Know about the Church?” (Document #: TX003575), one for each participant. *(optional)*

Pray It! (5 minutes)

Tell the participants that class will begin with a passage in which Jesus tells his followers how to live out their baptismal call. **Ask** a volunteer to read Matthew 28:18–20. **Pray:**

- Lord, help us to follow you wherever you lead us. We ask this in Jesus’ name. Amen.

Close with the Sign of the Cross.

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

A. To the Ends of the Earth

1. **Organize** the participants into groups of three or four. **Distribute** a magazine, scissors, and a roll of tape to each group. **Explain** the task as follows:
 - Each group is to locate and cut out one or two photos of people you think are acting out what Jesus would do.

When the groups have finished working, **ask** one or two young people from each group to share how the people in the photos represent the way Jesus would act. **Ask** another member of each group to tape the group’s photos to the newsprint on the board. **Summarize** the groups’ responses on the board: “People act like Jesus when they . . .”

2. **Direct** the participants to read the chapter introduction and the section “To the Ends of the Earth,” on pages 244–245 in the handbook. The content covers point 1 on the handout “Chapter 23 Summary” (Document #: TX003574).
3. **(Optional) Invite** a volunteer to read aloud the Live It! article on page 252 in the handbook. **Brainstorm** various activities and service projects that promote unity.

B. Caretaker of Souls

1. **Review** the photos from the previous activity and mention that those in the photos are helping others to know, love, and serve Jesus through their words and actions. **Ask** the young people to brainstorm a list of roles within the Church that help us to know, love, and serve Jesus. *(Possible responses: Pope, bishops, priests, deacons, sister, brother, those in other forms of consecrated life, and laypeople in ministry and service).* **Record** the roles on the board. **Direct** the participants to the diagram on page 250 in the handbook, which illustrates these roles in the Church.

2. **Direct** the participants to read the sections “Caretaker of Souls,” “The Pope,” “The Bishops, Priests, and Deacons,” and “Consecrated Religious,” on pages 245–249 in the handbook. The content covers points 2 through 6 on the handout “Chapter 23 Summary” (Document #: TX003574).
3. **(Optional) Direct** the participants to the Think About It! article on page 248 in the handbook. **Use** the questions there to facilitate personal reflection.

C. We Share in Christ’s Ministry

Direct the participants to read the section “We Share in Christ’s Ministry,” on pages 249–252 in the handbook. The content covers points 7 through 10 on the handout “Chapter 23 Summary” (Document #: TX003574).

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

Live It! (15 to 20 minutes)

1. **Organize** the participants into three groups. **Assign** each group one of the three categories: Priest, Prophet, King. **Give** each group a sheet of poster board with the heading that corresponds to its category; some magazines, a scissors, and a roll of tape (from the previous activity); and a few sheets of construction paper. **Explain** the task as follows:
 - Each group will create a section of a mural that depicts young people participating in the mission of Christ. Be creative!

Allow the groups a few minutes to brainstorm before starting on their mural section, and then check for understanding by asking each group, in turn, to share its category and possible images.
2. **Invite** each of the three groups, beginning with “Priest,” to present its section. **Connect** the sections together and use the completed mural as a backdrop for the closing prayer.
3. **Comment** as follows in your own words:
 - Laypeople participate in the priestly work of Christ through prayer and worship, especially by participating in the Mass; by striving for holiness; and by being open to the Holy Spirit in all we do.
 - Laypeople participate in the prophetic work of Christ by pointing others to Christ through both word and action.
 - Laypeople participate in the kingly work of Christ by following our model, Jesus, who is our servant-king. Like Jesus, we lead by serving others, especially those most in need.

Optional Activity

Use the chapter 23 activity handout, “How Much Do You Know about the Church?” (Document #: TX003575), to reinforce the lesson and to evaluate the participants’ understanding of it.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 245 in the handbook. **Lead** the young people in praying the prayer. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Structure of the Church

Chapter 23 Summary

Chapter Learning Objectives

- The participants will examine ways Jesus' followers carry out his mission in the world.
- The participants will explore how the roles of the ordained, consecrated, and laity contribute to the life and mission of the Church.
- The participants will identify ways baptized believers participate in the priestly, prophetic, and kingly mission of Christ today.

Content Summary

1. Jesus entrusted the Church, and the mission of baptizing and teaching, to the Apostles.
2. Jesus entrusted the leadership of the Church to Saint Peter, the first bishop of Rome. The Pope is the successor of Saint Peter. He is head of the College of Bishops and pastor, or shepherd, of the entire world.
3. Bishops are the successors of the Apostles. A bishop takes care of a particular area of the Church called a *diocese*. Each bishop is also responsible to work with other bishops to maintain the unity of the Church as a whole.
4. Priests and deacons are ordained coworkers of the bishops.
5. Consecrated religious and laypeople also share in responsibility for the Church's mission.
6. Consecrated religious make public vows or promises of poverty, chastity, and obedience. These are called the *evangelical counsels*. In this way they dedicate their entire lives to bringing Christ to the world.
7. Laypeople, also called the laity or the lay faithful, also bring Christ to the world by sharing in the priestly, prophetic, and kingly work of Christ.
8. Laypeople participate in the priestly work of Christ through prayer and worship, especially by participating in the Mass, by striving for holiness, and by being open to the Holy Spirit in all we do.
9. Laypeople participate in the prophetic work of Christ by pointing others to Christ through both word and action.
10. Laypeople participate in the kingly work of Christ by following our model, Jesus, who is our servant-king. Like Jesus, we lead by serving others, especially those most in need of help.

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Chapter 23 Activity: How Much Do You Know about the Church?

The descriptions below relate to the Church, present and past. Write the word or name from the box that matches each description. Some words will be used more than once.

ecumenism	laity
Jesus	the Great Commissioning
Saint Peter	the Pope
bishop	consecrated religious
Catherine of Siena	diocese

- _____ 1. All popes are his successors
- _____ 2. Men and women who live a religious vocation in the Church as sisters and brothers
- _____ 3. A group of churches in a particular geographical area
- _____ 4. The head of the Catholic Church
- _____ 5. People in the Church who are not ordained
- _____ 6. The work of Catholics and other Christians aimed at restoring the unity of Christ's Church
- _____ 7. Jesus' asking his disciples to make disciples of all people
- _____ 8. Jesus made him the foundation of the Church, calling him "the rock"
- _____ 9. The first layperson to be named a Doctor of the Church
- _____ 10. Leads a group of churches in a particular geographical area
- _____ 11. Also called the Vicar of Christ
- _____ 12. Gave the Apostles and their successors the power to baptize in his name and act in his person



Chapter 24

End Things: Heaven and Hell

24

Preparation and Supplies

- Study chapter 24, “End Things: Heaven and Hell,” in the handbook.
- Provide two sheets of newsprint, a marker, and a roll of tape.
- Provide sheets of paper and pens or pencils, one of each for each pair.
- Provide six Bibles.
- Write the following phrases on the board:
 - feeding the hungry
 - giving drink to the thirsty
 - welcoming strangers
 - clothing the naked
 - caring for the sick
 - visiting those in prison
- Make a copy of the chapter 24 activity handout, “Choosing Heaven Scenarios” (Document #: TX003577), and cut it apart.
- Gather simple props, such as hats, canes, lunch boxes, blankets, and so on.

Pray It! (5 minutes)

Tell the participants that this lesson will focus on Heaven and Hell. **Select** a participant to read John 11:25–26. **Pray** the following:

- Jesus, we thank you for offering us new life. Increase our belief in you and help us to follow you always. Amen.

Close with the Sign of the Cross.

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

A. I Am the Resurrection

1. **Lead** a brainstorming session with the young people to answer these two questions:

- What makes young people happy?
- What makes young people unhappy?

Write each question on a sheet of newsprint, tape the newsprint to the wall, and then **list** the participants’ responses on the appropriate one. **Ask** the young people to identify which words or phrases illustrate relationships with others on the happiness list. **Point out** that the material things (those things that are not relational) that we sometimes think make us happy often provide only temporary satisfaction and not true happiness.

2. **Direct** the young people to read the chapter introduction and the section “I Am the Resurrection,” on pages 254–256 in the handbook. The content covers points 1 through 4 on the handout “Chapter 24 Summary” (Document #: TX003576).

3. **(Optional) Direct** the participants to the Live It! article on page 260 in the handbook. **Select** a volunteer to read Matthew 25:31–46. **Read** the article and **lead** the young people through the activity.

B. Heaven and Hell

1. **Ask** the participants to form pairs and work to complete the following two sentences starters on a sheet of paper:

- Heaven is . . .
- Hell is . . .

When they have finished, **invite** each pair to share their sentences with the large group. After all the pairs have shared their sentences, **ask** the participants if they notice any similarities between the list describing *happiness* and their definitions of Heaven, and then do the same with the list describing *unhappiness* and their definitions of Hell.

2. **Direct** the young people to read the sections “Heaven” and “Hell,” on pages 257–258 in the handbook. The content covers points 5 through 8 on the handout “Chapter 24 Summary” (Document #: TX003576).
3. **(Optional) Direct** the participants to the Think About It! article on page 256 in the handbook. **Ask** them to read the article and answer the last question on a sheet of paper.

C. Judgment

Direct the participants to read the section “Judgment,” on pages 259–261 in the handbook. The content covers point 9 on the handout “Chapter 24 Summary” (Document #: TX003576).

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

Live It! (15 to 20 minutes)

1. **Organize** the participants into six groups. **Give** each group one of the slips of paper from the chapter 24 activity handout, “Choosing Heaven Scenarios” (Document #: T003577), cautioning them to keep their slip secret from other groups. **Distribute** a Bible to each group. **Invite** several volunteers to share in reading Matthew 25:31–46. **Explain** the task as follows:
 - In the Gospel of Matthew, Jesus tells us what will happen at the Last Judgment, which is the judgment that will come at the end of time, when Jesus comes in glory.
 - Each group is to silently read the scenario from the Gospel. You then have 5 to 10 minutes to prepare a skit or pantomime of your scenario. Use props if you wish.
2. **Invite** each group to present its skit. After each presentation, **ask** the other participants to refer to the list on the board and identify which of Jesus’ teachings are being acted out—such as feeding the hungry, visiting those in prison, and so on.
3. **Comment** as follows:
 - Jesus’ teaching has a much deeper meaning than what we initially hear in Matthew’s Gospel. Jesus uses the images of hunger, thirst, nakedness, illness, isolation, and imprisonment to symbolize human needs.
 - When we help others to attain these basic needs, or when we hinder others from attaining them, we help or hurt not only those people but also Jesus. When we neglect the needs of others, we are refusing to participate in God’s Reign.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 255 in the handbook. **Lead** the young people in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

End Things: Heaven and Hell

Chapter 24 Summary

Chapter Learning Objectives

- The participants will reflect on words and phrases that represent happiness and unhappiness for them, and their own understanding of Heaven and Hell.
- The participants will examine the Church's teaching on Heaven and Hell.
- The participants will reflect on Jesus' teaching on the Last Judgment and apply what is required of us to live in the Reign of God.

Content Summary

1. The "end things" refer to matters of eternity, like Heaven and Hell.
2. Yet, for those who believe in Christ, the "end things" are not really the end, but the beginning of eternal life.
3. The miracle of the raising of Lazarus from the dead (as well as Jesus' own Resurrection) show us that death is not the end of life.
4. Death is the separation of the soul from the body. The soul is immortal. And, at the general resurrection of the dead, God will raise our bodies and we will be transformed.
5. Heaven is not a place but a state of being in perfect friendship and union with God.
6. Heaven begins here on earth, with loving attitudes and actions.
7. Hell is separation from God forever.
8. We can choose Heaven or Hell for ourselves by our response to God's love.
9. At the time of our death, we will be judged by Christ, and our lives will be compared to the Gospel message. At the end of time, a second judgment will be made by Christ, who will separate people into two groups: those who have been faithful to the Gospel of love, and those who have not. The former group will join God in his Kingdom, and all of Creation will be transformed. The second group will be separated from God forever.

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Chapter 24 Activity: Choosing Heaven Scenarios

"I was hungry and you fed me." (Matthew 25:35)

You are in study hall sitting with a group of your friends and working on the math assignment your teacher just gave you. You are struggling to finish it because you still don't understand the steps needed to solve the math problems. One of your friends explains to you how to solve the problems, and you are able to finish your homework before the bell rings.

"I was . . . thirsty and you gave me a drink." (Matthew 25:35)

Your team has just finished playing a soccer game with a team from a neighboring school. On the way home from the game, the team stops at a fast-food restaurant for supper. You are at the counter ordering, but when the cashier totals the bill, you realize you only have enough money for a sandwich but not a soda. One of your team members sees your dilemma and offers to lend you some money so you can pay the cashier.

"I was a stranger and you received me in your homes." (Matthew 25:35)

You are a new student at Holmen Middle School. You have just gotten your lunch tray and are looking for a place to sit down in the cafeteria. You recognize a group of your classmates but are hesitant to go over to sit with them. One of your classmates spots you and waves you over. You are relieved and go sit down with them.

"I was . . . naked and you clothed me." (Matthew 25:36)

One of your classmates is always being teased and bullied by a group of your friends. While you are walking home from school one afternoon, your friends start calling your classmate names and prevent him from crossing the street. You stand up for your classmate and remind your friends that they should treat others as they want others to treat them.

"I was sick and you took care of me." (Matthew 25:36)

Your friends have invited you to go with them to a movie that you have been wanting to see, but your mom has asked you to go with her to visit your grandma, who is now living in a nursing home. You know that your grandma has been very lonely and that your visit would help cheer her up. You tell your friends that you can't join them this time because you have other plans, and you go to visit your grandmother.

"I was . . . in prison and you visited me." (Matthew 25:36)

Your best friend has been ignoring you and hanging around with an older group of kids. One day this whole group of kids, your friend included, refuses to let you join in the game they are playing. You are hurt and get mad. You tell your friend that she is no longer your best friend and that you never want to see her again. Your friend feels bad about what she has done and apologizes. You want to ignore her the same way she ignored you, but instead you forgive her and accept her apology.

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Chapter 25

Mary and the Saints

Preparation and Supplies

- Study chapter 25, “Mary and the Saints,” in the handbook.
- Make a copy of the chapter 25 activity handout, “People of Faith” (Document #: TX003579), and cut it apart on the dotted lines.
- Gather art supplies, such as markers, glitter, yarn, glue, felt, and scissors, enough of each for each pair or group of three.
- Provide a large piece of fabric, roughly the size of a twin bedsheet.

25

Pray It! (5 minutes)

Tell the participants that class will begin with a reflection on the lives of holy men and women who point us toward God. **Ask** the young people to reflect on a person in their lives who has brought them closer to God. **Invite** them to pray silently or out loud: “Thank you, Jesus, for *(name of the person)*.” **Pray** the following:

- Lord, you bless us with holy men, women, and young people who lead the way to you. Thank you for sending these people of faith who guide us as we discover what it means to live as disciples of your Son, Jesus. Amen.

Close with the Sign of the Cross.

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

A. Mary’s Yes

1. **Ask** the young people to find a partner and answer the following questions together:
 - How do you define the words *saint* or *holy person*? What kind of person is that? What does a person have to do to be a saint or holy person?
 - What does it mean to say that someone is a person of faith?

After the pairs have had time to discuss the questions, **invite** volunteers to share their responses.

2. **Direct** the participants to read the chapter introduction and the section “Mary’s Yes,” on pages 264–266 in the handbook. The content covers points 1 and 2 on the handout “Chapter 25 Summary” (Document #: TX003578).
3. **(Optional) Direct** the young people to the Think About It! article on page 266 in the handbook. **Use** the questions there to lead a discussion.

B. Mother of God

1. **Refer** to the descriptions that were written on the board in the opening activity. **Ask** the participants to tell about some of the people they think fit the descriptions. **Encourage** them to consider saints of the Church they know about and other people they admire because they have lived holy, faithful lives.
2. **Direct** the young people to read the sections “Mary, Mother of God” and “Mary, Mother of the Church,” on pages 266–268 in the handbook. The content covers points 3 through 5 on the handout “Chapter 25 Summary” (Document #: TX003578).

3. **(Optional) Direct** the participants to the Live It! article on page 269 in the handbook. **Ask** them to read the article and to reflect on the question at the end.

C. Our Heavenly Friends

Direct the participants to read the sections “Our Friends in Heaven” and “The Saints,” on pages 269–272 in the handbook. The content covers points 6 through 10 on the handout “Chapter 25 Summary” (Document #: TX003578).

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

Live It! (15 to 20 minutes)

1. **Organize** the young people into pairs or groups of three. **Give** each pair or group one of the slips you have cut out from the chapter 25 activity handout, “People of Faith” (Document #: TX003579). Each slip includes the name of a saint or person of faith and the page number in the handbook where a story about that person is found. **Distribute** art supplies and **explain**:
 - Each pair or group is to research its saint or person of faith by looking up information about that person in the handbook.
 - After you have read about the person, use the art supplies to create a symbol that represents that person of faith.
2. When the pairs or groups have finished, **invite** them to glue their symbols onto the large piece of fabric you have provided, creating a quilt-like banner that can be displayed in the parish. (*Note:* Depending on the size of the fabric and the number of pairs or groups, you may want to give the pairs or groups a measurement of outside dimensions for the size of their symbol. Or, use tape to divide the fabric into squares to give an idea of the ideal size.)
3. **Comment** as follows in your own words:
 - The saints show us what it is to live a Christian life of holiness and love. Their examples can inspire us to do the same in our own lives.
 - We celebrate the canonized saints on memorials and feasts throughout the year.
 - All of us, both living and dead, make up the Church, the whole Communion of Saints.

25

Closing Prayer (5 minutes)

Direct the participants to proclaim the name of the person of faith they researched, and ask the whole group to respond “Pray for us” as each name is proclaimed. After the litany, **pray** the following:

- God of our ancestors in faith, we ask those who have faithfully followed your Son, Jesus, to pray for us. These holy women and men set their hearts on you, and serve as examples for us of what it means to love you. Thank you for the witness of their lives. Help us to be faithful disciples of your Son, Jesus. We make our prayer through Jesus Christ, your Son and our Lord. Amen.

Close with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

Mary and the Saints

Chapter 25 Summary

Chapter Learning Objectives

- The participants will examine how Mary and the saints embody what it means to be holy and how they are examples to us of what it means to be disciples of Jesus Christ.
- The participants will explore more about specific saints and people of faith.

Content Summary

1. An angel announced to Mary, a young woman of Nazareth, that she was to be the Mother of the Son of God.
2. Mary consented with faith and trust. By saying yes to the Incarnation, Mary cooperated in all the work that her Son, Jesus, was to accomplish.
3. Elizabeth, Mary's cousin, recognized Mary as the Mother of God, the *Theotokos*.
4. On the cross, Jesus gave Mary to us as our mother. Thus Mary is also titled Mother of the Church.
5. Because of her faithfulness to Jesus and her love, Mary is our model of holiness. She leads us to Jesus.
6. Mary and the saints are our friends in Heaven. They hear our prayers and are one with God in Heaven.
7. We can also ask our own loved ones who have died to bring our needs to God.
8. The saints show us what it is to live a Christian life of holiness and love. Their examples can inspire us to do the same in our own lives.
9. We celebrate the canonized saints on memorials and feasts throughout the year.
10. All of us, both living and dead, make up the Church, the whole Communion of Saints.

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Chapter 25 Activity: People of Faith

Use some or all of these people for the “People of Faith” activity, making sure to include a mix from different time periods. Instruct the participants to research their person of faith by referring to the page numbers in *The Catholic Connections Handbook for Middle Schoolers*.



Patrick—page 51
Francis of Assisi—page 77
Blessed Mother Teresa—page 107
Nicholas of Myra—page 137
Dismas—page 171
Mary Magdalene—page 181
John the Evangelist—page 191
Josephine Bakhita—page 243
Catherine of Siena—page 253
Juan Diego—page 273
John XXIII—page 297
Anthony of Padua—page 327
Augustine—page 351
Elizabeth—page 363
John Baptist de La Salle—page 403
Joseph (husband of Mary)—page 425
Peter Claver—page 437
Teresa of Ávila—page 523



Part 2:

Liturgy and Sacraments

Chapter 26

The Bible: Worshipping God

Preparation and Supplies

- Study chapter 26, “The Bible: Worshipping God,” in the handbook.
- Provide a Bible, a sheet of paper, and a pen or pencil for each pair or group of three.
- Make copies of the chapter 26 activity handout, “When Do You Pray?” (Document #: TX003581), one for each participant. *(optional)*

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Scripture that illustrates the worship of God. **Select** a participant to read Exodus 12:21–28. **Pray** the following:

- Blessed are you, O God, who has freed us from slavery to sin and promised us eternal life. Open our minds as we reflect on your Word in Scripture and help us to know your will for us. May the Body and Blood of Christ that we receive each Sunday during the Eucharistic liturgy help us to become Christ for others. We ask this in Jesus’ name. Amen.

Close with the Sign of the Cross.

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

A. Sacrifices in the Old Testament

1. **Ask** the young people to find a partner and together create a list of elements that are essential to any religion. **Invite** a volunteer from each pair to share the list. **Create** a master list on the board.
2. **Direct** the participants to read the chapter introduction and the section “Sacrifices in the Old Testament,” on pages 276–280 in the handbook. The content covers points 1 through 4 on the handout “Chapter 26 Summary” (Document #: TX003580).
3. *(Optional)* **Direct** the young people to the Think About It! article on page 279 in the handbook. **Use** the questions there to lead a discussion about what makes someone Catholic.

B. Passover and the Temple

1. **Invite** the participants to name some important events or festivals that are celebrated in their families and parishes. **Record** their responses on the board. **Ask** the young people to name various elements that are a part of the celebrations listed on the board. One example would be elements that are common to birthday celebrations, such as gathering with family to eat a meal, give gifts, share a cake, and sing “Happy Birthday.”
2. **Direct** the participants to read the section “Passover and the Temple,” on pages 280–283 in the handbook. The content covers points 5 and 6 on the handout “Chapter 26 Summary” (Document #: TX003580).
3. *(Optional)* **Distribute** a copy of the chapter 26 activity handout, “When Do You Pray?” (Document #: TX003581), to each participant. **Use** it to help the young people reflect on ways they can incorporate worship of God into their daily lives.

C. The Lord's Supper

Direct the participants to read the section “The Lord’s Supper,” on pages 283–285 in the handbook. The content covers points 7 and 8 on the handout “Chapter 26 Summary” (Document #: TX003580).

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

Live It! (15 to 20 minutes)

1. **Organize** the young people into pairs or groups of three. **Distribute** a Bible, a sheet of paper, and a pen or pencil to each pair or group. **Write** the following Scripture passages on the board:

- Luke 22:7–13
- Luke 22:14–20

Explain the task as follows:

- Each pair or group is to first read Luke 22:7–13 and then Luke 22:14–20.
- When you have finished the readings, discuss and write down any differences and similarities between Jesus’ Passover with his disciples and the first Passover. You may use your Bible to refer to the first Passover in Exodus, chapter 12.

2. **Facilitate** a discussion of the similarities and differences between Jesus’ Passover with his disciples and the first Passover.

3. **Comment** as follows in your own words:

- Jesus celebrated the Passover feast with his disciples, but he gave it new meaning.
- On the night before he died, at the Passover Supper, Jesus took unleavened bread and wine and transformed them into his Body and Blood. The next day Jesus offered himself on the cross as the new Paschal Lamb, whose blood saves all people.
- The Eucharist is the Lord’s Supper, which fulfills all the forms of worship found in the Old Testament. The saving power of the blood of the Passover Lamb is fulfilled by Jesus’ saving power.
- We no longer need to offer sacrifices over and over again. Jesus’ sacrifice is complete and sufficient for all people of all time.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 277 in the handbook. **Lead** the young people in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Bible: Worshipping God

Chapter 26 Summary

Chapter Learning Objectives

- The participants will examine the elements necessary for worship and how liturgy was developed in the Bible.
- The participants will explore how Jesus' Last Supper fulfills the forms of worship found in the Old Testament.

Content Summary

1. The communal, public, official prayer or worship of the Catholic Church is called the *liturgy*.
2. Throughout all of salvation history, God has been preparing us for the liturgy we celebrate today.
3. In the Old Testament, the people worshipped God by building altars and by sacrificing the best of their herds or crops. They also observed important festivals and feasts.
4. In the Mass we participate in the sacrifice of Jesus Christ for the forgiveness of our sins, and we offer bread and wine as a symbol of offering our lives to God.
5. The Catholic Mass has its roots in the most important Jewish festival of the entire year, Passover.
6. On the night before he died, at the Passover Supper, Jesus took unleavened bread and wine and transformed them into his Body and Blood. The next day Jesus offered himself on the cross as the new Paschal Lamb, whose blood saves all people.
7. The Eucharist is the Lord's Supper, which fulfills all the forms of worship found in the Old Testament. The saving power of the blood of the Passover Lamb is fulfilled by Jesus' saving power.
8. We no longer need to offer sacrifices over and over again. Jesus' sacrifice is complete and sufficient for all people of all time.

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Chapter 26 Activity: When Do You Pray?

As a Catholic, you probably learned from a young age some of the traditional prayers of the Church, such as the Sign of the Cross, the Lord's Prayer, and the Hail Mary. You probably also learned about the Mass and the Sacraments, and the importance of participating in those liturgical celebrations. Prayer in many forms is woven into the fabric of the life of a true follower of Jesus. In what ways is prayer a part of your everyday life? Describe how prayer can be a part of each of the following circumstances of everyday life:

Waking up in the morning and beginning a new day: _____

Studying for and taking a test: _____

Encouraging a friend through a difficult situation: _____

Encountering a homeless person: _____

Welcoming a newborn into the family: _____

Honoring Mary or a saint on a feast day: _____

Sharing a meal with family: _____

Going to sleep at the end of a busy day: _____

Write a short prayer that you can pray at various times throughout the day, or one for a specific event or time of the day.



Chapter 27

Introduction to Liturgy

Preparation and Supplies

- Study chapter 27, “Introduction to Liturgy,” in the handbook.
- Provide a Bible.
- Provide blank calendar pages and sets of colored pencils, one of each for each participant.
- Provide one Catholic calendar for the current year.
- Make copies of the chapter 27 activity handout, “A Liturgy and Sacraments Crossword” (Document #: TX003583), one for each young person.

Pray It! (5 minutes)

Tell the participants that this lesson will introduce them to the Church’s liturgy. **Ask** a volunteer to read Luke 24:30–31. **Pray** the following:

- Lord, we gather to worship you. Lead us to union with you through the Church’s liturgy and through every Eucharistic celebration. Amen.

Close with the Sign of the Cross.

27

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

A. Reading the Map of the Liturgy

1. **Ask** the young people to name some activities that are important for Catholics to do. **Record** their responses on the board. **Add** “celebrate the liturgy” to the list if no one mentions it.
2. **Direct** the participants to read the chapter introduction and the sections “Reading the Map of the Liturgy” and “The Key to Unlocking Symbols,” on pages 286–291 in the handbook. The content covers points 1 through 4 on the handout “Chapter 27 Summary” (Document #: TX003582).
3. **(Optional) Direct** the young people to the Did You Know? article on page 288 in the handbook. **Invite** a volunteer to read the article aloud. **Explain** that in the past, liturgy was associated with the actions of the priest only. **Ask** the participants to name what we understand liturgy to include today. Be sure they name the work of the whole of Christ Jesus himself, who is Head of the Church; and the work of the Church herself, which is the Body of Christ and includes all the baptized.

B. Sacrament and Symbol

1. **Ask** the young people to form pairs and discuss the following questions together:
 - What are some nonreligious symbols, and what do they mean (*e.g., flags, team uniforms, government buildings, licenses, ID cards, diplomas*)?
 - What are some ways you use rituals to express meaning at home or at school?

After the participants have had time for discussion, **invite** a few volunteers to share their responses.

2. **Direct** the young people to read the sections “Sacrament and Symbol” and “Unity in Diversity,” on pages 291–294 in the handbook. The content covers points 5 through 9 on the handout “Chapter 27 Summary” (Document #: TX003582).
3. **(Optional) Direct** the participants to the Think About It! article on page 292 in the handbook. **Use** the questions there to identify symbols in your own parish and discuss their meaning.

C. Time Is a Symbol Too

Direct the participants to read the section “Time Is a Symbol Too,” on pages 294–296 in the handbook. The content covers points 10 and 11 on the handout “Chapter 27 Summary” (Document #: TX003582).

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

Live It! (15 to 20 minutes)

1. **Distribute** a blank calendar page and a set of colored pencils to each young person. **Tell** them that they will make a liturgical calendar for the current month. **Explain** the task as follows:

- Each of you is to fill in the number dates for the month in one corner of each square. Be sure to start at the correct square for the month. (*Use a calendar for reference.*)

Using your own Catholic calendar, **tell** the participants where to write the important feast days for the month. You may want to **write** these dates on the board. If anyone in the class has a birthday or a name day this month, **instruct** the individuals to write those events in the squares for the correct date. **Include** on your calendar any saints who are known to the young people, any of your favorite saints, or any saints especially honored in the parish.

2. **Direct** the young people to color in each square with the correct liturgical color as given on your Catholic calendar.
3. **Comment** as follows in your own words:
 - The liturgical calendar, with its feasts and seasons, helps us celebrate various aspects of the mystery of Christ.
 - Sunday is the most important day in the Christian calendar because it is the day on which Christ rose from the dead.

Optional Activity

Use the chapter 27 activity handout, “A Liturgy and Sacraments Crossword” (Document #: TX003583), to assess the participants’ knowledge of the liturgy and Sacraments.

Closing Prayer (5 minutes)

Direct the young people to the Pray It! article on page 287 in the handbook. **Invite** a few volunteers to take turns reading the prayer. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

Introduction to Liturgy

Chapter 27 Summary

Chapter Learning Objectives

- The participants will understand that the liturgy is the communal, public, and official worship of the Church.
- The participants will reflect on the symbolic nature of liturgy.
- The participants will explore the liturgical calendar and its significance in the life of the Church.

Content Summary

1. The communal, public, official prayer or worship of the Catholic Church is called the liturgy.
2. Liturgy is an event that involves action. It is God's work, in which we participate.
3. In the Church's liturgy, we participate in the work of the Holy Trinity by giving thanks and adoration to God the Father, through his Son, Jesus Christ, in the power of the Holy Spirit.
4. Every liturgy is made up of symbols—words and actions that have deep meaning. Symbols are things visible to us that put us in touch with something real but invisible, like love.
5. The Sacraments are symbols because Christ is made real through them. Every encounter with Christ in the Sacraments changes us.
6. The Holy Spirit works through our liturgical celebrations to help us see Christ present and active in our midst.
7. The assembly is sacramental because it is a sign of Christ's presence. The Church is often called a sacrament because, through the work of the Holy Spirit, the Church makes Christ visible to the world.
8. When we participate in the liturgy, we are made one with all in Heaven and on earth who are united in the love of the Trinity.
9. Even though the Mass is celebrated in different languages around the world, and in different ways, the Church is universal, because even in diversity the Church remains one body in Christ.
10. The liturgical calendar, with its feasts and seasons, helps us celebrate various aspects of the mystery of Christ.
11. Sunday is the most important day in the Christian calendar because it is the day Christ rose from the dead.

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Chapter 27 Activity: A Liturgy and Sacraments Crossword

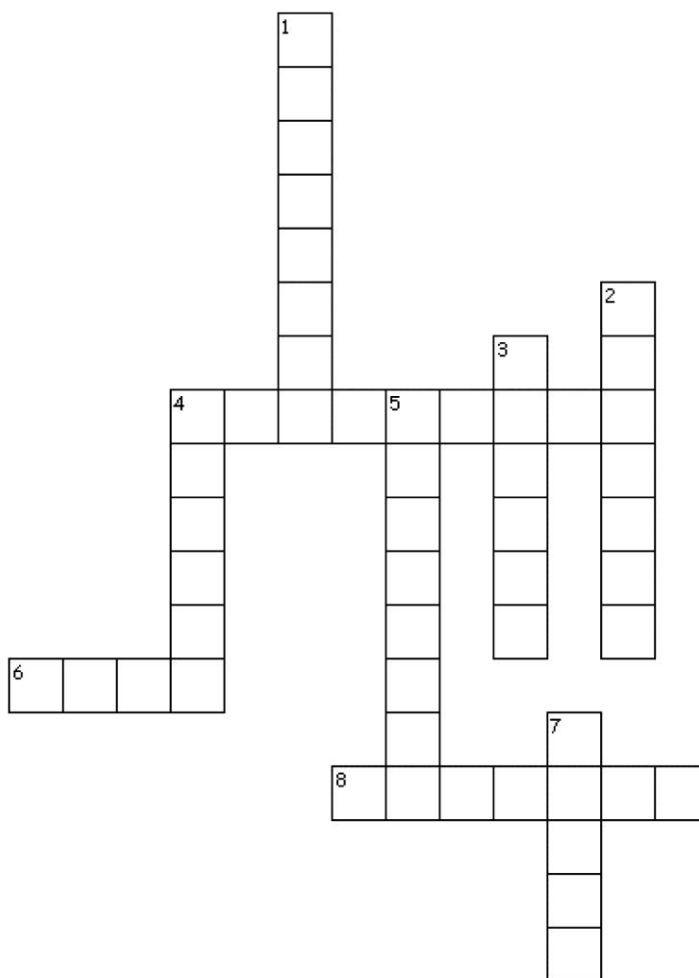
Review what you know about the liturgy and Sacraments by completing the following crossword puzzle.

Across

4. Because the Church makes visible the reality of Christ's presence, it is sometimes called a _____.
6. Through the work of the _____ Spirit, the Church makes Christ visible to the world.
8. Things visible to us that help us to recognize what is real but not visible, such as love, are called _____.

Down

1. The word _____ means "universal."
2. The communal, public, and official prayer of the Church is called _____.
3. The word *liturgy* comes from a Greek word meaning "work" and "_____."
4. The most important day in the Christian calendar is _____.
5. The People of God gathered to celebrate the liturgy is called the _____.
7. The most important prayers in the Liturgy of the _____ are those of the morning and evening.



Chapter 28

Sacraments: Celebrating Christ's Presence

Preparation and Supplies

- Study chapter 28, “Sacraments: Celebrating Christ’s Presence,” in the handbook.
- Provide sheets of paper and pens or pencils, one of each for each participant.
- Provide Bibles, one for each group of three or four.
- Make copies of the chapter 28 activity, “Super Sleuth Detective Agency” (Document #: TX003585), one for each group of three or four.
- Write the names of the Seven Sacraments on the board.

Pray It! (5 minutes)

Tell the participants that class will begin with a well-known passage from the Gospel of John that expresses how much God loves us. **Invite** a volunteer to read John 3:16. **Pray** the following:

- Lord, open our hearts and minds to your loving presence, especially in the Sacraments, through which you share with us your grace. Amen.

Close with the Sign of the Cross.

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

28

A. Encounters with Christ

1. **Distribute** a sheet of paper and a pen or pencil to each young person. **Offer** the following instructions:
 - Write down three events in your life that have required preparation. Tell what you did to get ready for them, and how that helped bring about a more positive outcome.

Invite volunteers to share their responses. **Ask** the participants to do the following:

- Think about an important event or milestone in your life as a Christian. Tell what that event is and describe how you prepared, or are preparing, for it.

Solicit responses from the group. **Emphasize** that to fully appreciate and benefit from milestones in our faith formation, we must prepare for them fully and be aware of God’s action in our lives.

2. **Direct** the young people to read the chapter introduction and the sections “Encounters with Christ” and “God with Us,” on pages 298–302 in the handbook. The content covers points 1 through 6 on the handout “Chapter 28 Summary” (Document #: TX003584).
3. **(Optional)** **Invite** the participants to write down three things about one or more of the Sacraments that leave them in wonder and awe at God’s works in our lives.

B. Sacred Mysteries

1. **Ask** the young people to reflect on the following question:
 - If you had to choose just one symbol to remind you of God’s love, what symbol would you choose? Why?

After a few moments, **ask** volunteers to share their answers.

2. **Direct** the participants to read the sections “Sacred Mysteries” and “Signs of Grace,” on pages 303–304 in the handbook. The content covers points 7 through 9 on the handout “Chapter 28 Summary” (Document #: TX003584).
3. **(Optional) Direct** the young people to the Think About It! article on page 304 in the handbook. **Instruct** them to read the article and use the four-part structure to write their own blessing.

C. Living a Changed Life Every Day

Direct the participants to read the section “Living a Changed Life Every Day,” on pages 304–307 in the handbook. The content covers points 10 and 11 on the handout “Chapter 28 Summary” (Document #: TX003584).

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

Live It! (15 to 20 minutes)

1. **Organize** the young people into groups of three or four. **Give** each group a Bible and a copy of the chapter 28 activity handout, “Super Sleuth Detective Agency” (Document #: TX003585). **Assign** one row on the handout to each group. **Explain** the task as follows:
 - Each group will use its detective skills to discover some things about the Sacraments.
 - Each group is to first read its assigned Scripture passage from column 2.
 - In column 1 write the name of the Sacrament most closely related to the passage. Refer to the list of Sacraments on the board for clues.
 - In column 3 write down any words spoken or visible objects or actions mentioned in the passage. If none, leave blank.
 - Leave column 4 blank for now.

(If the participants would benefit from an example, go through the first row together as a group.)
2. **Review** the results by going through each Sacrament and inviting the groups to share. (See “Answer Key for Chapter 28 Activity” in this guide for possible responses for column 3.)
3. **Conclude** this activity by drawing the young people’s attention to column 4, which they have left blank. **Comment** as follows:
 - The invisible reality is the same for all the Sacraments: Christ is with us.
 - Through the Sacraments we encounter Jesus Christ and his saving power, called grace.
 - When Jesus Christ rose from the dead and ascended into eternal life, people knew that God is truly with us.
 - The Church is a sacrament because it is a sign of Christ’s presence and the instrument through which the Holy Spirit changes the world.
 - Every time we encounter God’s grace and love in Jesus Christ in a Sacrament, we are changed.

28

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 299 in the handbook. **Lead** them in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

Sacraments: Celebrating Christ's Presence

Chapter 28 Summary

Chapter Learning Objectives

- The participants will understand that the Sacraments express God's complete love for us.
- The participants will recognize that through the Sacraments the gift of God's grace transforms us.

Content Summary

1. The Sacraments are unique occasions of encounter with Christ and of change in our lives.
2. The Seven Sacraments are Baptism, Confirmation, the Eucharist, Penance and Reconciliation, Anointing of the Sick, Matrimony, and Holy Orders.
3. In the Church's liturgy, we participate in the work of the Holy Trinity by giving thanks and adoration to God the Father, through his Son, Jesus Christ, in the power of the Holy Spirit.
4. The Sacraments of Christian Initiation are Baptism, Confirmation, and the Eucharist.
5. The Sacraments of Healing are Penance and Reconciliation and Anointing of the Sick.
6. The Sacraments at the Service of Communion are Matrimony and Holy Orders.
7. Through the Sacraments we encounter Jesus Christ and his saving power, called grace.
8. When Jesus Christ rose from the dead and ascended into eternal life, people knew that God is truly with us.
9. The Church is a sacrament because it is a sign of Christ's presence and the instrument through which the Holy Spirit changes the world.
10. Every time we encounter God's grace and love in Jesus Christ in a Sacrament, we are changed.
11. Sacramentals are signs (actions or objects) that prepare us to receive grace and to celebrate the Sacraments with the appropriate attitude of openness to God's grace.

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Chapter 28 Activity: Super Sleuth Detective Agency

Name of Sacrament	Scripture Passage	Words, Objects, or Actions from Scripture Passage	Invisible Reality
	Matthew 28:18–20		
	Acts of the Apostles 2:1–4		
	Luke 22:19–20		
	John 20:23		
	Luke 4:40		
	Ephesians 5:31–33		
	Hebrews 5:5–6		



Chapter 29

The Eucharist: The Heart of All Liturgy

Preparation and Supplies

- Study chapter 29, “The Eucharist: The Heart of All Liturgy,” in the handbook.
- Provide a Bible.
- Provide sheets of paper and pens or pencils, one for each group of three or four. (*optional*)
- Gather sheets of newsprint and sets of markers, one of each for each group of three or four.
- Make copies of the chapter 29 activity handout, “Source and Summit” (Document #: TX003587), one for each participant. (*optional*)

Pray It! (5 minutes)

Tell the participants that this lesson will focus on the Eucharist, the source and summit of our faith. **Invite** a volunteer to read aloud 1 Corinthians 10:17. **Pray** the following:

- Lord, as you gather us together in the Eucharist, gather us here today. Make us one in you. Amen.

Close with the Sign of the Cross.

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

29

A. Making the Past Present

1. **Direct** the young people to find a partner and discuss the following questions:
 - What can you remember about your First Communion?
 - How does your participation in Mass today compare with your first experience?

Invite volunteers from each pair to share their responses.

2. **Direct** the participants to read the chapter introduction and the sections “Making the Past Present” and “You Are What You Eat,” on pages 308–311 in the handbook. The content covers points 1 through 4 on the handout “Chapter 29 Summary” (Document #: TX003586).
3. (*Optional*) **Organize** the young people into groups of three or four. **Distribute** a sheet of paper and a pen or pencil to each group, and **ask** the groups to discuss and record the similarities and differences between Sunday Mass and a special family meal, such as Thanksgiving dinner. **Ask** the groups to share their responses with the large group.

B. Call and Response

1. **Invite** the participants to think about their most recent experience of the Mass. **Direct** them to imagine how that celebration might have been different if Jesus had been the celebrant or priest. **Ask** the young people to form groups of three or four and to discuss the comparison. **Tell** them that each group has 3 minutes to come up with a creative way to present a “snapshot” comparison to the large group (e.g., a before-and-after drawing, a living statue). Afterward, **invite** the groups to share their results.
2. **Direct** the participants to read the sections “Call and Response” and “Who Celebrates the Eucharist?” on pages 311–315 in the handbook. The content covers points 5 and 6 on the handout “Chapter 29 Summary” (Document #: TX003586).

3. **(Optional) Direct** the young people to the Think About It! article on page 315 in the handbook. **Use** the questions there to lead a discussion.

C. The Role of the Assembly

Direct the participants to read the section “The Role of the Assembly,” on pages 315–317 in the handbook. The content covers point 7 on the handout “Chapter 29 Summary” (Document #: TX003586).

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

Live It! (15 to 20 minutes)

1. **Organize** the young people into groups of three or four. **Distribute** a sheet of newsprint and a set of markers to each group. **Direct** the groups to create three columns on their newsprint, labeling them from left to right “With My Parish,” “With My School,” and “With My Family and Friends.” **Write** “Mass” on the board and **explain** the following:
 - The word *Mass* comes from a Latin word for *sent*. Jesus’ followers believe that when they share his Body and Blood in the Eucharist, they are to go out and continue Jesus’ mission by serving others.
 - This means that we are sent from the Eucharist to try to do what Jesus did throughout his earthly life: to use our gifts and abilities to help others. We aim to live as Christ for others.
 - The task of each group is to generate lists of how you, as young people, can live as “Christ for others” at the parish, at school, and with family and friends.
 - Under each heading, offer two or three concrete ideas about things you can do to help others.
2. **Invite** each group to share its ideas with the large group.
3. **Comment** as follows in your own words:
 - I invite you this week to go out and live as Christ for others. Take time to pray and read Scripture, and when you participate at Mass, listen with new ears and a new heart. If any of the concrete ideas on our lists relate to your life, choose one to do.

29

Optional Activity

Use the chapter 29 activity handout, “Source and Summit” (Document #: TX003587), to help the participants reflect on the Eucharist as the source and summit of the life of the Church.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 309 in the handbook. **Lead** the young people in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Eucharist: The Heart of All Liturgy

Chapter 29 Summary

Chapter Learning Objectives

- The participants will examine the Eucharist as the source and summit of the Church's life.
- The participants will explore important elements of the Eucharist.
- The participants will reflect on how the Body and Blood of Christ unites us more closely with Christ and how we are to be Christ for one another.

Content Summary

1. The Eucharist is the heart and high point of the Church's life.
2. The Jews remember the Passover not only as past but also as present. This kind of remembering is called *anamnesis*.
3. In the same way, we remember Christ's Passover from death on the cross to Resurrection and eternal life. We celebrate that this saving action of Christ is present today in the Eucharist.
4. In the Eucharist, when we eat and drink the Body and Blood of Christ, we receive Communion. Communion transforms us, unites us more closely with Christ, and enables us to become more fully a part of the Body of Christ. In Communion we are united with Christ and with one another in his Mystical Body, the Church.
5. We celebrate the Eucharist in response to God's call to worship.
6. In the Eucharist we gather, listen to the Word of God, and give thanks to God for all he has done for us, especially in Jesus Christ. We remember how Jesus took bread and wine, blessed them, and gave them, now his own Body and Blood, to his Apostles. Through the power of the Holy Spirit and the words of the priest, this is what happens on our altar. We receive this Body and Blood and are dismissed to live as Christ for others. The entire Mass is one single act of worship of the Father, through the Son, in the love of the Holy Spirit.
7. The celebration of the Eucharist is God's work in which we participate. The priest leads the assembly, who is called to participate fully, consciously, and actively. Other liturgical ministers (altar servers, extraordinary ministers of Communion) may assist the priest.

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Chapter 29 Activity: Source and Summit

As Catholics we recognize the Eucharist as the “source and summit” of Christian life. In the space below, create an illustration that shows how the Eucharist is at the heart of our faith and is the source of all our strength and inspiration as the People of God. Be sure to give your illustration a title.



Chapter 30

The Eucharist: The Liturgy of the Word

Preparation and Supplies

- Study chapter 30, “The Eucharist: The Liturgy of the Word,” in the handbook.
- Make one or two copies, depending on the size of the group, of the chapter 30 activity handout, “Scriptural Charades” (Document #: TX003589), and cut it apart on the dotted lines.
- Provide Bibles, one for each participant.
- Provide sheets of paper and pens or pencils, one of each for each young person.
- Have available a CD player and a CD of quiet, reflective music.

Pray It! (5 minutes)

Tell the participants that class will begin with a prayer that focuses on the importance of God’s Word in our lives. **Invite** a volunteer to read Deuteronomy 8:3. **Pray** the following:

- Lord, help us to seek your Word, to live by your Word, and to find it echoing in our hearts. Amen.

Close with the Sign of the Cross.

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

A. Jesus, the Word of God

1. **Ask** the participants to form pairs or groups of three. **Distribute** a section from the chapter 30 activity handout, “Scriptural Charades” (Document #: TX003589), to each pair or group. **Explain** the task as follows:
 - Each pair or group is to follow the instructions on the slip of paper to create a mime (actions without words).

Invite each pair or group to perform its mime while the large group guesses the subject of the mime.

2. **Direct** the young people to read the chapter introduction and the section “Jesus, the Word of God,” on pages 318–320 in the handbook. The content covers points 1 through 3 on the handout “Chapter 30 Summary” (Document #: TX003588).
3. **(Optional) Ask** a volunteer to read the Think About it! article on page 323 in the handbook. **Organize** the participants into groups of four to share their favorite Bible passages. **Ask** the groups to choose one of the chosen passages to act out.

B. The Bible

1. On the board **draw** an open book, with a large page to the left and another to the right. At the top of the left-hand page, **write** “Old Testament.” At the top of the right-hand page, **write** “New Testament.” **Ask** the young people to name some of the main sections or books in either the Old or New Testament. **Record** their responses under the appropriate headings. Then **distribute** a Bible to each participant, and **ask** everyone to open to the table of contents. **Invite** the young people to write on the board any books that are missing.

2. **Direct** the participants to read the sections “The Liturgy of the Word” and “The Gospel Reading,” on pages 321–323 in the handbook. The content covers points 4 through 7 on the handout “Chapter 30 Summary” (Document #: TX0035888).
3. **(Optional) Invite** a volunteer to read aloud the Liturgy Connection article on page 320 in the handbook. If possible, **borrow** the *Lectionary* from the parish and **show** it to the students.

C. Feeding on the Word

Direct the participants to read the section “Feeding on the Word,” on pages 323–326 in the handbook. The content covers points 8 through 10 on the handout “Chapter 30 Summary” (Document #: TX0035888).

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

Live It! (15 to 20 minutes)

1. **Invite** a volunteer to read the Live It! article on page 325 in the handbook. **Announce** that you are going to lead the group through a *lectio divina* process using the Emmaus story. **Ask** the participants to find Luke 24:13–35 in their Bibles and then to set the open Bibles down. **Invite** them to begin the first step by getting comfortable, closing their eyes, and taking deep, slow breaths. After a few breaths, **invite** them to read Luke 24:13–35 silently. While they are reading, distribute a sheet of paper and a pen or pencil to each participant, and **instruct** the group to do the following:
 - Imagine that you are in the story watching the action.
 - Picture the characters in your mind. Pay attention to what the characters are feeling and what emotions they are experiencing. Write these feelings down.

Play quiet, reflective music as they read, reflect, and write.
2. **Invite** the young people to come forward, several at a time, to write on the board the feelings they found in the story. **Lead** a discussion on the feelings related to sadness (e.g., despair, hopelessness, fear) and joy (e.g., excitement, hope, happiness). **Ask** the participants to identify the people in the story who felt the emotion and why they might have felt that way.
3. **Comment** as follows:
 - Death is probably what we fear most. When someone or something we love dies, we might feel abandoned or hopeless.
 - Christ’s Resurrection gives us hope even when we experience the sadness of death. It’s like being given a new life. When we meet the Risen Christ, we can’t help but tell others, especially those who feel sad and alone.
 - One way we meet Christ is through the readings proclaimed at Mass. In Scripture, Christ is truly present with us, especially through the proclamation of the Gospel.

30

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 319 in the handbook. **Invite** them to pray the prayer silently. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Eucharist: The Liturgy of the Word

Chapter 30 Summary

Chapter Learning Objectives

- The participants will understand that the readings from Scripture proclaimed at Mass are the living Word of God.
- The participants will practice attentive listening, prayerful imagining, and self-reflection through the Word.

Content Summary

1. In liturgical celebrations, events from the history of salvation are shared during the Liturgy of the Word.
2. The Liturgy of the Word consists of readings from the Bible; a homily by a bishop, priest, or deacon; the Creed; and prayers for the Church, the world, and people in need.
3. Jesus Christ is God's Word Made Flesh, the *Logos* (meaning "word"). Through Jesus we begin to understand God.
4. In the Bible we find the readings we hear during the Liturgy of the Word.
5. The heart of the Bible is the Gospels—Matthew, Mark, Luke, and John—which recount the life and teachings, death, Resurrection, and Ascension of the *Logos*, Jesus Christ.
6. The Bible is divided into two sections: the Old Testament and the New Testament. Both are necessary for Christians to understand the full meaning of Christ's life.
7. During the liturgy the Gospels are read from a separate book, called the *Book of the Gospels*. They are read from the ambo, or reading stand.
8. Both the Word of God and the Eucharist feed us at Mass. The Word of God, Jesus Christ, the *Logos*, feeds us in the Liturgy of the Word. The Lamb of God, Jesus Christ, feeds us in the Eucharist.
9. The homily helps us to connect the Word of God to our lives today.
10. We respond to God's Word by proclaiming the Creed or by renewing our baptismal promises. We conclude the Liturgy of the Word with the Prayer of the Faithful or the Universal Prayer, which includes intercessions for the Church, for the world, for people in need, and for the needs of our community and parish.

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Chapter 30 Activity: Scriptural Charades



In mime with another person, pretend to discuss something very interesting. Show emotions such as shock, anger, confusion, and sadness.	In mime with another person, pretend to explain and teach something about the Bible.
In mime with another person, pretend to be surprised by a question that person asks you.	In mime with another person, pretend to invite that person to dinner.
In mime with two other people, pretend to be curious about what they are discussing.	In mime with another person, pretend to say a blessing over some bread and break off a piece of it to give to the other person.
In mime with another person, pretend to tell a great tale about an amazing event.	In mime with another person, pretend to suddenly see something amazing and unbelievable.
In mime with another person, pretend to receive some sad and disheartening news.	In mime with another person, pretend to announce some great news.



Chapter 31

The Eucharist: The Liturgy of the Eucharist

Preparation and Supplies

- Study chapter 31, “The Eucharist: The Liturgy of the Eucharist,” in the handbook.
- Provide a Bible.
- Prepare a table display of seeds and a loaf of bread.
- Provide sheets of paper and pens or pencils, one for each pair of participants.
- Make copies of the chapter 31 activity handout, “The Liturgy of the Eucharist” (Document #: TX003591), one for each participant. (*optional*)
- Make copies of Prefaces for well-known seasons and feasts (Advent, Christmas, Palm Sunday, the Lenten Sundays, the Sundays after Easter) in *The Roman Missal*, one for each group of three or four.
- Provide sheets of newsprint, sets of markers, and a roll of tape, one of each for each group.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Isaiah. **Ask** a volunteer to read Isaiah 6:3. **Pray** the following:

- Lord, when we gather in your name, you are with us. Your presence is holy. Be with us now as we seek your presence in our study of the Holy Eucharist. Amen.

Close with the Sign of the Cross.

Study It! (45 to 50 minutes, depending on your class length)

A. Giving Back to God What God Has Given Us

1. **Direct** the participants to find a partner. **Draw** attention to the seeds and bread on the table. **Distribute** to each pair a sheet of paper and a pen or pencil. **Give** the following instructions:

- Determine, with your partner, the steps needed to get from a grain of wheat to a loaf of bread.
- List or draw these steps on a sheet of paper.

Invite the groups to explain their steps by leading the participants in reflecting on the origins of the bread, going backward from purchasing the bread in the store. As you walk through the process, **invite** the participants to refer to their lists and drawings. When you get to the farmer who planted the seed, grew the wheat, and harvested it, **ask** the following question:

- Where did the farmer get the seed to plant, the water for the field, and the sunlight to make the seed grow?

Comment as follows:

- God gave us the seed, water, and sunlight to make wheat. God gave us the skills to know how to grow and harvest the wheat, to know how to grind it into flour and bake it into bread. Ultimately the bread belongs not to us but to God.

2. **Direct** the young people to read the chapter introduction and the section “Giving Back to God What God Has Given Us,” on pages 328–329 in the handbook. The content covers points 1 and 2 on the handout “Chapter 31 Summary” (Document #: TX003590).
3. **(Optional) Direct** the participants to the Church History article on page 339 in the handbook. **Lead** a short discussion by asking the following question:
 - Are there times when we bring food or other things as part of our offering? (*Some parishes bring food to the altar to distribute to the hungry at every Sunday Eucharist. Some bring food at the Thanksgiving Mass. Others bring food in times of great need. Sometimes Christmas gifts for the poor are brought to the altar and blessed before distribution.*)

B. The Eucharistic Prayer

1. **Direct** the young people to the illustration of the Last Supper on page 336 in the handbook. **Lead** a discussion on what it would have been like to be at the table with Jesus at the Last Supper.
2. **Direct** the participants to read the section “The Eucharistic Prayer,” on pages 330–338 in the handbook. The content covers points 3 through 10 on the handout “Chapter 31 Summary” (Document #: TX003590).
3. **(Optional) Distribute** a copy of the chapter 31 activity handout, “The Liturgy of the Eucharist” (Document #: TX003591), to each participant. **Read** the introductory paragraph. **Allow** the young people to work independently to complete the activity. **Invite** volunteers to share their answers.

Live It! (10 to 15 minutes)

1. **Organize** the participants into groups of three or four. **Give** each group a sheet of newsprint, a set of markers, and a copy of a Preface from *The Roman Missal*. **Explain** the task as follows:
 - A preface in a book prepares us to read the book. It tells us why it would be good to read the book. The Preface to the Eucharistic Prayer prepares us to celebrate the Eucharist. It tells us why it is good for us to be here and why we celebrate the Eucharist today.
 - Each group is to read the Preface it has been given and then illustrate the Preface on the newsprint using the markers.
 - Label the top of the newsprint “Why Are We Here?”
2. When all the groups are finished, **invite** each to tape its drawing on the wall for all to see. You may want to display the drawings in a place where the entire parish can enjoy them.
3. **Comment** as follows in your own words:
 - The Preface is a summary of the good things the Father has done for us throughout history, and it leads us to the main reason we are thankful at the Eucharist: the gift of God’s Son, Jesus Christ.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 329 in the handbook. **Lead** them in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Eucharist: The Liturgy of the Eucharist

Chapter 31 Summary

Chapter Learning Objectives

- The participants will explore the various parts of the Liturgy of the Eucharist.
- The participants will examine various elements of the Eucharistic Prayer.
- The participants will reflect on how the Preface to the Eucharistic Prayer prepares us to celebrate the Eucharist.

Content Summary

1. The Liturgy of the Eucharist includes the Presentation and Preparation of the Gifts and the Eucharistic Prayer, ending with the Amen after the Concluding Doxology.
2. In the Presentation and Preparation of the Gifts, members of the assembly bring the bread and wine to the altar, and money for the support of the parish and the help of those who are poor is collected from the people.
3. The Eucharistic Prayer is the core of the Mass. It consists of several parts: the Preface Dialogue, the Preface, the Preface Acclamation (or Holy, Holy, Holy), the Mystery of Faith (or Memorial Acclamation), the Concluding Doxology, and the Amen.
4. The Preface Dialogue is an invitation to pray together.
5. The Preface is a summary of the good things the Father has done for us throughout history, and it leads us to the main reason we are thankful at this Eucharist: the gift of God's Son, Jesus Christ.
6. The *epiclesis* is a calling down of the Holy Spirit upon the gifts of bread and wine.
7. The Institution Narrative and Consecration are familiar parts of the Eucharist in which the bread and wine are changed into the Body and Blood of Christ. This change is called *transubstantiation*.
8. The Mystery of Faith (or Memorial Acclamation) gives the assembly the opportunity to affirm the love of Christ for us, as we remember that he died on the cross, was raised by the Father, and will come again.
9. In the next part of the Eucharistic Prayer, the oblation, we ask God to receive our sacrifice of praise and our own lives lived as his children. This is followed by prayers and intercessions in which we pray for the Church, the Church's leaders, and all the living and the dead.
10. The Concluding Doxology and Amen end the Eucharistic Prayer. A doxology is a statement of praise, and it is affirmed by our Amen.

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Chapter 31 Activity: The Liturgy of the Eucharist

Below are parts of the Liturgy of the Eucharist; however, they are out of order. Review chapter 31 in the handbook, and put the statements below in the correct order by numbering the parts of the Liturgy of the Eucharist from 1 to 9. When you are finished, use the bolded and capitalized letters from the statements to fill in the blanks in the statement below.

- _____ The Preface, which is a summary of the **E** good things the Father has done for us throughout history, is so named because it leads us to the main reason we are so thankful—the gift of Jesus.
- _____ The people's acclamation, Amen, is like our stamp **P** of approval on the prayer we have prayed, when we say we really want what we have prayed for.
- _____ In the Preface Acclamation (*Sanctus*), we proclaim joyful thanksgiving when we say "Holy, Holy, Holy Lord . . ." (*Roman Missal*).
- _____ The Presentation of the Gifts is when representatives of the assembly bring bread and wine to the altar, and money is collected from the people.
- _____ The Mystery of Faith (or Memorial Acclamation) is the proclamation in which we remember Christ's death and Resurrection and affirm that Christ will come again.
- _____ During the *epiclesis*, the priest asks the Father to send down the **E** Holy Spirit over the gifts of bread and wine.
- _____ The Concluding Doxology is a statement of praise to the Trinity—Father, Son, and Holy Spirit.
- _____ At the Institution narrative and Consecration, the bread and wine are changed into the Body and Blood of Christ. This **I**s called transubstantiation.
- _____ During the Prayer over the Offerings, we ask God to receive our prayer and thanksgiving, and to remember both our **S**elves and those who have died.

During the _____, the priest asks the Father to send the Holy Spirit over the gifts of bread and wine, to change them into the Body and Blood of Christ.

(The prayer labeled *Roman Missal* on this handout is from the English translation of *The Roman Missal* © 2010, International Commission on English in the Liturgy Corporation [ICEL] [Washington, DC: United States Conference of Catholic Bishops, 2011], page 532. All rights reserved.)



Chapter 32

The Eucharist: Communion and Sending Forth

Preparation and Supplies

- Study chapter 32, “The Eucharist: Communion and Sending Forth,” in the handbook.
- Provide a Bible.
- Provide sheets of paper and pens or pencils, one of each for each participant.
- Make copies of the chapter 32 activity handout, “Elements from the Mass” (Document #: TX003593), one for each pair.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Scripture that speaks of our communion in the Body and Blood of Christ. **Ask** a volunteer to read 1 Corinthians 10:16–17. **Pray** the following:

- Lord, may we who gather here in your name be one in you. Amen.

Close with the Sign of the Cross.

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

A. Our Family Prayer

1. **Direct** the young people to think back to a celebration they have participated in that was especially important to them. **Ask** them the following questions:

- Who were you celebrating with, and what was the occasion?
- How did you and the people you were with celebrate?
- What made the celebration joyful?

Distribute a sheet of paper and a pen or pencil to each participant, and **tell** them to answer these questions and draw a picture showing a scene from the celebration. **Invite** volunteers to share their answers and drawings.

2. **Direct** the young people to read the chapter introduction and the sections “Our Family Prayer,” “A Sign of Peace,” and “Jesus, the Paschal Lamb,” on pages 340–345 in the handbook. The content covers points 1 through 6 on the handout “Chapter 32 Summary” (Document #: TX003592).
3. **(Optional)** **Ask** a volunteer to read the Live It! article on page 350 in the handbook. **Lead** a discussion by asking the following questions:
 - How can you live more peacefully in your everyday life, especially when loudness and agitation seem to be the backdrop of daily living?
 - How can we live more peacefully with others?

B. Communion: Becoming One Body

1. **Write** “common union” on the board. **Cross out** the “on” at the end of “common.” **Ask** the participants what word is created when the two words are now joined. The answer is *communion*. **Explain** the following:

- Communion isn't just about receiving the Body and Blood of Christ. It is also about becoming one—a “common union,” as the word *communion* implies. We become one with Christ and with one another when we share in the Body and Blood of Christ during the Mass.
- 2. **Direct** the young people to read the section “Communion: Becoming One Body,” on pages 345–347 in the handbook. The content covers points 7 and 8 on the handout “Chapter 32 Summary” (Document #: TX00392).
- 3. **(Optional) Direct** the participants to the Think About It! article on page 346 in the handbook. **Read** the article aloud, and **allow** the young people some time to think about the question at the end. **Invite** volunteers to share their answers. (*Responses could include: Both Body and Blood are truly Christ, and to take both makes Communion more complete. Jesus gave his Body and Blood in both bread and wine at the Last Supper. Taking both is optional. Those who struggle with addiction or who are ill may take one or the other.*)

C. Announce the Gospel

Direct the participants to read the section “Sent to Announce the Gospel,” on pages 348–350 in the handbook. The content covers point 9 on the handout “Chapter 32 Summary” (Document #: TX003592).

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

Live It! (15 to 20 minutes)

1. **Direct** the young people to find a partner. **Distribute** a copy of the chapter 32 activity handout, “Elements from the Mass” (Document #: TX003593), to each pair. **Explain** the task as follows:
 - First, unscramble the word or words in the boxes.
 - Then match the statements in the list below to the words in the boxes by writing the number of the matching statement in the correct box.
 - When you finish, the numbers you have put in the boxes should add up to the same total across, up and down, and diagonally.
2. **Invite** each pair to share its answers. (*Boxes across from left to right, with their corresponding numbers from the list: Lamb of God [6], Eucharist [1], orans [8], Body of Christ [7], Fraction of the Bread [5], Lord's Prayer [3], Communion [2], announce the Gospel [9], Rite of Peace [4]*)
3. **Comment** as follows in your own words:
 - Saying the same prayers and doing the same gestures and postures together at Mass are ways we express our common union with one another. “Common” indicates that we all participate together. The deepest way we become one at Mass is by sharing the Body and Blood of Christ.

32

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 341 in the handbook. **Select** three volunteers to take turns reading the various sections of the prayer. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Eucharist: Communion and Sending Forth

Chapter 32 Summary

Chapter Learning Objectives

- The participants will examine common gestures and postures that help lead us to communion and unite us in prayer.
- The participants will understand that sharing in the Eucharist is a sharing in the life of Christ and in the life of his Church.

Content Summary

1. *Communion* means the receiving of the Body and Blood of Christ.
2. *Communion* also means our union with Christ and one another, especially when we eat and drink his Body and Blood.
3. The Communion Rite is the high point of the Sacrament of the Eucharist.
4. After the Eucharistic Prayer is finished, we pray the Lord's Prayer, the prayer that Jesus taught his own disciples. In this prayer we promise to forgive one another.
5. At the Sign of Peace, we put our promise into action and share a sign of peace with one another.
6. At the Fraction of the Bread, the priest breaks the consecrated Host into smaller pieces so that it can be shared. At this time we sing a litany, the Lamb of God.
7. We are then invited to come to Communion and to receive the Body and Blood of Christ. As we share Communion, we sing together to show our union with one another through the Holy Spirit. In Communion we become one with the Body of Christ in his very Body and in the Body of Christ that is the Church.
8. After a short time of silence or a song of praise, we give thanks to God for the gift of the Eucharist. We end the Communion Rite with a prayer asking that the Communion we have shared will change our lives.
9. After the Final Blessing, we are sent out to announce the Good News of the Gospel with our lives.

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Chapter 32 Activity: Elements from the Mass

Complete this multiple-step activity on the parts of the Mass that have to do with Communion and sending forth. First, unscramble the word or words in the boxes. Then match the statements in the list below to the words in the boxes by writing the number of the matching statement in the correct box. When you finish, the numbers you have written in the boxes should add up to the same total across, up and down, and diagonally.

BALM OF GDO _____ _____	CRISEHATU _____ _____	ROANS _____ _____
YBDO FO STRICH _____ _____	CTAFORIN FO EHT DERAB _____ _____ _____	OSLDR RAYPRE _____ _____ _____
MONMOUINC _____ _____	NEAONCUN HET PSGELO _____ _____ _____	ITER FO EACEP _____ _____

1. This means “giving thanks to God” and refers to the Body and Blood, and the Mass as a whole event.
2. The high point of the entire Eucharist and the thing that strengthens us throughout the week.
3. Said by everyone at the finish of the Eucharistic Prayer.
4. Handshake, kiss, or hug that we share with one another at Mass.
5. When the priest breaks the consecrated bread into smaller pieces so it can be shared.
6. This litany is sometimes spoken, sometimes sung, as we recall how Jesus is our Paschal Lamb.
7. This refers to the consecrated bread and wine, and to all the people who are part of the Church.
8. Posture of prayer in which we raise up our eyes and hands.
9. At the final part of the Eucharist, we are sent out to do this.



Chapter 33

The Sacrament of Baptism

Preparation and Supplies

- Study chapter 33, “The Sacrament of Baptism,” in the handbook.
- Provide a Bible.
- Make copies of the chapter 33 activity handout, “The Rite of Baptism” (Document #: TX003595), one for each participant.
- Gather sheets of newsprint and sets of markers, one of each for each group of three or four.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Scripture that speaks of the power of Baptism. **Invite** a volunteer to read Galatians 3:27. **Pray** the following:

- Lord, may your light and your life ever shine in our hearts. Amen.

Close with the Sign of the Cross.

Study It! (40 to 50 minutes, depending on your class length)

A. The Birth of a Catholic

1. **Explain** to the participants that water is a powerful and essential element in our lives but that water can also be a source of destruction. **Brainstorm** both the positive effects of water and the ways it can be harmful or destructive. **Record** the young people’s responses on the board under the headings “Goodness” and “Destruction.”
2. **Direct** the participants to read the chapter introduction and the sections “The Birth of a Catholic” and “The Waters of Baptism,” on pages 352–355 in the handbook. The content covers points 1 through 3 on the handout “Chapter 33 Summary” (Document #: TX003594).
3. **(Optional) Refer** to the list on the board created in the opening activity and **ask** the young people the following questions:
 - How do you think these life-giving images of water are related to the Church’s understanding of Baptism?
 - How do you think these destructive images of water are also related to Baptism?

33

B. Rite of Baptism

1. **Direct** the participants to the Did You Know? article on page 355 in the handbook. **Ask** a volunteer to read the article. **Lead** a discussion using the following questions:
 - Who has witnessed the Baptism of an infant?
 - What do you remember about it?
2. **Direct** the young people to read the section “Rite of Baptism,” on pages 356–361 in the handbook. The content covers points 4 through 7 on the handout “Chapter 33 Summary” (Document #: TX003594).

3. **(Optional) Distribute** a copy of the chapter 33 activity handout, “The Rite of Baptism” (Document #: TX003595), to each participant. **Read** aloud the introduction to the activity. **Instruct** the young people to work independently as they write their answers. When all have finished, **invite** volunteers to share their responses.

C. Anointed with Sacred Chrism

Direct the participants to read the section “Anointed with Sacred Chrism,” on page 360 in the handbook. The content covers point 7 on the handout “Chapter 33 Summary” (Document #: TX003594).

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

Live It! (10 to 15 minutes)

1. **Organize** the young people into groups of three or four. **Distribute** a sheet of newsprint and a set of markers to each group. **Explain** the task as follows:
 - During this lesson you have learned a lot about the Sacrament of Baptism, from the rite to the effects of the Sacrament on the baptized person.
 - Each group is to use the newsprint and markers to create a banner or poster that will help others to understand something about the Sacrament. Be sure your banner includes both words and images.
2. **Invite** each group to share its banner or poster with the large group.
3. **Comment** as follows:
 - In the Sacrament of Baptism, we are born into new lives in Christ.
 - Through Baptism we become part of the Body of Christ, the Church, and we share in Christ’s priesthood.
 - Baptism washes away Original Sin and leaves a permanent spiritual mark on our soul. It changes us into adopted children of God.
 - The essential Rite of Baptism is immersing a person in water or pouring water over his or her head while saying, “I baptize you in the name of the Father, and of the Son, and of the Holy Spirit” (*Rite of Baptism for Children*, 60).
 - Baptism is the first Sacrament of Christian Initiation. It is the beginning of a Christian’s life. The other two Sacraments of Christian Initiation are Confirmation and the Eucharist.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 353 in the handbook. (*Alternative:* **Direct** the young people to the Nicene Creed on page 559 in the handbook.) **Lead** them in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Sacrament of Baptism

Chapter 33 Summary

Chapter Learning Objectives

- The participants will explore the meaning of Baptism.
- The participants will examine various elements essential to the Rite of Baptism.
- The participants will recognize that being baptized makes us members of the Church.

Content Summary

1. In the Sacrament of Baptism, we are born into new lives in Christ.
2. Through Baptism we become part of the Body of Christ, the Church, and we share in Christ's priesthood.
3. Baptism washes away Original Sin and leaves a permanent spiritual mark on our soul. It changes us into adopted children of God.
4. The essential Rite of Baptism is immersing a person in water or pouring water over his or her head while saying, "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit." (*Rite of Baptism for Children*, 60)
5. Baptism is the first Sacrament of Christian Initiation. It is the beginning of a Christian's life. The other two Sacraments of Christian Initiation are Confirmation and the Eucharist.
6. Adults who wish to be baptized according to the RCIA (Rite of Christian Initiation of Adults) must first enter into the catechumenate, a time of learning about the Christian life.
7. The symbols (words and actions) incorporated into the Sacrament of Baptism for a child are the following: the greeting at the door of the church, the giving of the name, the promise of the parents and godparents to bring up this child in the Catholic faith and the promise of the assembly to help them, the marking of the child with the Sign of the Cross, the baptismal promises, the Baptism with water in the name of the Trinity, the anointing with Chrism, the clothing in a white garment, and the presentation of a lighted candle.

(The quotation on this handout is from the English translation of the *Rite of Baptism of Children* © 1969, International Commission on English in the Liturgy Corporation [ICEL], number 60, as found in *The Rites of the Catholic Church*, volume one, prepared by the ICEL, a Joint Commission of Catholic Bishops' Conferences [Collegeville, MN: The Liturgical Press, 1990]. Copyright © 1990 by the Order of St. Benedict, Collegeville, MN. Used with permission of the ICEL. Published with the approval of the Committee on Divine Worship, United States Conference of Catholic Bishops.

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Chapter 33 Activity: The Rite of Baptism

Even though not everything about the way the Sacrament of Baptism is celebrated has stayed the same over the centuries, some elements have not changed. Tell what these are. Explain why these essential elements must remain unchanging. You may refer to pages 356–361 in the handbook.

Rejecting Satan

Part of the Rite of Baptism includes publicly rejecting Satan by responding “yes” to the question, “Do you reject Satan, all his works, and all his empty promises?” If you were baptized as an infant, a parent would have answered this question on your behalf. Now you are old enough to speak for yourself. Tell how you reject Satan, or evil, in your everyday life. What are some simple and significant things you do to show that you choose God’s love over evil?



Chapter 34

The Sacrament of Confirmation

Preparation and Supplies

- Study chapter 34, “The Sacrament of Confirmation,” in the handbook.
- Provide a Bible.
- Provide sheets of paper, pens or pencils, and index cards, one of each for each participant.
- Provide two sheets of newsprint and two markers.
- Make copies of the chapter 34 activity handout, “It’s a Match!” (Document #: TX003597), one for each participant. (*optional*)

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Scripture that speaks of the power of being anointed by the Holy Spirit. **Select** a volunteer to read the Acts of the Apostles 1:8. **Pray** the following:

- Lord, help those who are preparing for Confirmation to live by the Holy Spirit. May they use his power in their lives to be witnesses to you. Amen.

Close with the Sign of the Cross.

Study It! (40 to 50 minutes, depending on your class length)

A. Water and Oil

1. **Introduce** the lesson with the following comment:

- From the first day of your life, you have experienced important milestones. Some, such as the first word you spoke, you may not remember on your own but have heard about from others. Other milestones are clear and distinct in your memory. An example of this may be a first day of school.

Distribute a sheet of paper and a pen or pencil to each participant. **Explain** the task as follows:

- On your sheet of paper, name and describe important milestones in your life. Include at least two that are related to your Catholic faith.

When all have finished, **invite** volunteers to share their responses.

2. **Direct** the young people to read the chapter introduction and the section “Water and Oil,” on pages 364–365 in the handbook. The content covers points 1 through 4 on the handout “Chapter 34 Summary” (Document #: TX003596).

3. (*Optional*) **Direct** the participants to the Think About It! article on page 366 in the handbook. **Read** the article aloud. **Use** the questions there to lead a discussion.

B. Sealed for Life

1. **Brainstorm** with the young people various ways we use oil in our daily lives. **Record** their responses on the board. **Ask** the following question:

- What would you notice if oil were missing from your lives?

Invite volunteers to share their responses.

2. **Direct** the participants to read the sections “Sealed for Life,” “East and West,” and “Age and Confirmation,” on pages 365–369 in the handbook. The content covers points 5 through 8 on the handout “Chapter 34 Summary” (Document #: TX003596).
3. **(Optional) Direct** the young people to the illustration on page 367 in the handbook. **Ask** them to reflect on ways they use their God-given talents to serve the Church and other people. **Invite** volunteers to share their responses.

C. Rite of Confirmation

Direct the participants to read the section “Rite of Confirmation,” on pages 370–374 in the handbook. The content covers points 9 and 10 on the handout “Chapter 34 Summary” (Document #: TX003596).

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

Live It! (10 to 15 minutes)

1. **Organize** the young people into two groups. **Distribute** a sheet of newsprint and a marker to each group, and designate one group as group 1 and the other as group 2. **Ask** each group to appoint a recorder. **Explain** the task as follows:
 - You now are old enough for two important things: (1) to make some of your own decisions about how to nurture your faith, and (2) to be a role model for younger kids.
 - Group 1 is to brainstorm a list of ways teens can nurture their own faith.
 - Group 2 is to brainstorm a list of ways teens can be faith role models for other people.
 - The recorders in each group will write the group’s list on the newsprint.
2. When the groups have had enough time, **facilitate** a review of the two lists. **Ask** the participants to select one thing from the lists that they can do in the coming week either to nurture their own faith or to be a role model for another person. **Distribute** the index cards and pens or pencils, and **invite** the young people to write down their choices. **Encourage** them to take their cards home and put them in a spot where they will see them often.
3. **Comment** as follows:
 - In the Sacrament of Confirmation, a baptized person is anointed with Sacred Chrism and is strengthened with the Holy Spirit.
 - Confirmation adds to the gift of new life received in Baptism.
 - Confirmation ties us more closely to the Church, and through this Sacrament we are strengthened to carry on the Church’s mission, putting our faith into action.

Optional Activity

Distribute a copy of the chapter 34 activity handout, “It’s a Match!” (Document #: TX003597), to each participant. **Use** it to reinforce the basic themes of this chapter.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 365 in the handbook. **Lead** them in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Sacrament of Confirmation

Chapter 34 Summary

Chapter Learning Objectives

- The participants will reflect on the Church's use of Sacred Chrism as the anointing oil of the Holy Spirit.
- The participants will examine how Confirmation is intimately linked to Baptism and the Eucharist as one of three Sacraments of Christian Initiation.
- The participants will explore the essential parts of the Rite of Confirmation.

Content Summary

1. In the Sacrament of Confirmation, a baptized person is anointed with Sacred Chrism and is strengthened with the Holy Spirit.
2. Confirmation adds to the gift of new life received in Baptism by deepening and sealing the Gift of the Holy Spirit.
3. The Sacred Chrism symbolizes the power of the Holy Spirit.
4. Confirmation ties us more closely to the Church, and through this Sacrament we are strengthened to carry on the Church's mission.
5. Confirmation is the second Sacrament of Christian Initiation.
6. The timing of the celebration of Confirmation differs in the Western and Eastern Churches. In the Western Church, Confirmation is separated from Baptism by many years. In the Eastern Churches, all three Sacraments of Christian Initiation—Baptism, Confirmation, and the Eucharist—are celebrated in the same liturgy, even if the candidate is an infant.
7. Those who are confirmed at or above the age of seven (the age of reason) receive all three Sacraments of Christian Initiation at the same liturgy, usually at the Easter Vigil.
8. Candidates for Confirmation in the Roman Catholic Church must have reached the age of reason, must have confessed all serious, or mortal, sins in the Sacrament of Reconciliation, and must have freely asked to receive the Sacrament. Candidates must also be ready to live their lives as disciples of Christ.
9. The essential parts of the Sacrament of Confirmation are the anointing of the forehead with Sacred Chrism (in the East, other body parts are also anointed) along with the laying on of hands and the following words: "Be sealed with the Gift of the Holy Spirit" (*Rite of Confirmation*, 27).
10. The celebration of the Sacrament of Confirmation also includes the renewal of baptismal promises, the laying on of hands by the bishop (as he extends his hands over you, he prays that the Holy Spirit will come upon you), and the anointing with Sacred Chrism by the bishop.

(The quotation on this handout is from the English translation of *Rite of Confirmation* [Second Edition] © 1975, International Commission on English in the Liturgy Corporation [ICEL], number 27, as found in *The Rites of the Catholic Church*, volume one, prepared by the ICEL, a Joint Commission of Catholic Bishops' Conferences [Collegeville, MN: The Liturgical Press, 1990]. Copyright © 1990 by the Order of St. Benedict, Collegeville, MN. Used with permission of the ICEL. Published with the approval of the Committee on Divine Worship, United States Conference of Catholic Bishops.

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Document #: TX003596

Chapter 34 Activity: It's a Match!

Match the phrases in column A with the terms in column B by writing the correct letter in the space provided.

A

- a. A title for Jesus that means "anointed one"
- b. Holy oil used to anoint the forehead or hands of people who are seriously ill or near death
- c. Consecrated oil used in the Sacraments of Baptism, Confirmation, and Holy Orders and to consecrate objects for sacred work
- d. Blessed oil used to anoint those preparing for Baptism
- e. The ordinary minister of the Sacrament of Confirmation
- f. An annual celebration during which the bishop blesses all the oil to be used in the diocese for the following year
- g. The box in a church where the consecrated oils are kept
- h. One of the essential parts of the Rite of Confirmation
- i. A gift of the Holy Spirit that helps us to realize how awesome God is
- j. The person who stands with the Confirmation candidate during the rite and is usually the candidate's godparent

B

- ____ 1. Chrism Mass
- ____ 2. sponsor
- ____ 3. wonder and awe
- ____ 4. Oil of Catechumens
- ____ 5. Sacred Chrism
- ____ 6. laying on of hands
- ____ 7. Christ
- ____ 8. ambry
- ____ 9. the bishop
- ____ 10. Oil of the Sick



Chapter 35

The Sacraments of Healing

Preparation and Supplies

- Study chapter 35, “The Sacraments of Healing,” in the handbook.
- Provide a Bible for class use.
- Gather a selection of local newspapers divided into sections, and red and blue markers, enough of each for each group of three or four.
- Provide a 6-inch piece of string or rope, one for each participant.
- Make copies of the chapter 35 activity handout, “Ten Steps to Celebrate Reconciliation” (Document #: TX003599), one for each young person. (*optional*)
- Provide blank sheets of white paper and sets of colored pencils, one of each for each participant.

Pray It! (5 minutes)

Tell the participants that class will begin with a prayer for healing and forgiveness. **Invite** a volunteer to read 1 Peter 4:8. **Direct** the participants to the Act of Contrition on page 554 in the handbook. **Lead** them in praying the prayer together. **Close** with the Sign of the Cross.

Study It! (40 to 50 minutes, depending on your class length)

A. Have Mercy on Me, a Sinner

1. **Organize** the participants into groups of three or four. **Distribute** a section of a local newspaper and a red and blue marker to each group. **Explain** the task as follows:
 - The local paper is filled with stories about people in our community. With your group, look through your section of the newspaper and find stories about people in need of, or giving, healing or forgiveness.
 - Use the red marker to circle the stories in which people need healing or forgiveness.
 - Use the blue marker to circle the stories in which people are providing healing or forgiveness.

Invite volunteers to take turns sharing examples of people in need of, and those who have promoted, healing or forgiveness. **Encourage** the young people to pay attention to the nature of the relationships between the people in the stories.

2. **Direct** the participants to read the chapter introduction and the section “Have Mercy on Me, a Sinner,” on pages 376–378 in the handbook. The content covers points 1 through 4 on the handout “Chapter 35 Summary” (Document #: TX003598).
3. (*Optional*) **Direct** the participants to the Think About It! article on page 378 in the handbook. **Read** the article aloud. **Use** the question to lead a discussion.

B. Reconciliation in Four Movements

1. **Give** each young person a 6-inch piece of string or rope. **Explain** the task as follows:
 - Hold the string in your hand, and take a moment to close your eyes and think about the last week or so of your life.

- Do you have any habits or attitudes that are selfish or unloving? These may be things you feel badly about, things you want to change but can't seem to, things that have you feeling tied up in knots, or things that harm your relationships with others. Try to identify one area of your life or one sinful habit that needs Jesus' healing.
 - As you think about this aspect of your life, tie a loose knot in the string. Let it symbolize the thing for which you desire healing and forgiveness. (*Pause for knot-tying.*)
 - Now think of the forgiveness and love Jesus offers us. As you think about this, untie the knot. Let the knot-free string symbolize Jesus' healing and forgiveness.
2. **Direct** the young people to read the section "Reconciliation in Four Movements," on pages 379–382 in the handbook. The content covers points 5 and 6 on the handout "Chapter 35 Summary" (Document #: TX003598).
 3. (**Optional**) **Distribute** a copy of the chapter 35 activity handout, "Ten Steps to Celebrate Reconciliation" (Document #: TX003599), to each participant. **Review** the steps.

C. Brought Back to Life in the Community

Direct the participants to read the sections "Brought Back to Life in the Community" and "Anointing of the Sick," on pages 384–386 in the handbook. The content covers points 7 through 10 on the handout "Chapter 35 Summary" (Document #: TX003598).

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

Live It! (10 to 15 minutes)

1. **Distribute** a blank sheet of white paper and a set of colored pencils to each participant. **Instruct** the young people to fold their papers in half. **Explain** the task as follows:
 - When we are in a state of serious sin, we are separated from God's love. Through the Sacrament of Penance and Reconciliation, we are reunited with God.
 - Use images from nature to depict the transformation we experience through the Sacrament.
 - On the left, create an illustration that symbolizes separation from God.
 - On the right, create an illustration that symbolizes our souls restored to God's love.

Note: You might want to brainstorm possible imagery with the group. Examples might include a frozen winter landscape versus a lush spring one, a storm at sea versus calm waters, and so forth.

2. **Invite** volunteers to share their artwork with the class and to explain the imagery they chose.
3. **Comment** as follows in your own words:
 - In the Sacrament of Penance and Reconciliation, God forgives our sins and restores our relationship with him, ourselves, and others.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 377 in the handbook. **Ask** three volunteers to take turns reading the prayer. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on "Catechist: Additional Course Handouts or Quizzes." Tip sheets and links are also available.

The Sacraments of Healing

Chapter 35 Summary

Chapter Learning Objectives

- The participants will identify people who are in need of, and are offering to others, healing and forgiveness.
- The participants will explore the Sacraments of Penance and Reconciliation and Anointing of the Sick.
- The participants will reflect on the need for healing and forgiveness in their lives.

Content Summary

1. The Sacraments of Healing are the Sacrament of Penance and Reconciliation and the Sacrament of Anointing of the Sick.
2. The Sacrament of Penance and Reconciliation is also called conversion, confession, Penance, or Reconciliation. It is intended for the forgiveness of sins, especially serious or mortal sins, committed after Baptism.
3. In the Sacrament of Penance and Reconciliation, God forgives our sins and restores our relationship with him, ourselves, and others.
4. *Contrition* is another word for *repentance* or *sorrow*. Perfect contrition is repentance that arises from love of God rather than fear of punishment.
5. The Sacrament of Penance and Reconciliation includes four basic actions. Three are the actions of the penitent (the one who is confessing): being sorry, confessing sin, and working to repair the damage. The fourth action is the action of the priest: absolution.
6. *Absolution* means “freeing from guilt.” As the priest prays the prayer of absolution, he extends a hand over or on our heads in a gesture of forgiveness.
7. As the Sacrament of Penance and Reconciliation offers us spiritual healing, the Sacrament of Anointing of the Sick offers us physical healing, or the strength to bear physical illness.
8. When the Church prays for people who are sick and celebrates the Sacrament of Anointing of the Sick with them, we pray that God will heal or strengthen those who are sick and restore them to the community.
9. The Sacrament of Anointing of the Sick is for Catholics who are seriously ill or in danger of death because of either sickness or old age. This Sacrament can be administered each time a Christian falls ill, and it can be repeated if the person’s condition gets worse.
10. The celebration of the Sacrament of Anointing of the Sick includes a litany of prayer for the person who is sick, the laying on of hands, and the anointing with the Oil of the Sick. A special prayer is then said over the person who is sick.

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Document #: TX003598

Chapter 35 Activity: Ten Steps to Celebrate Reconciliation

1. Choose a Time

Parishes usually have communal celebrations during Advent and Lent, and private celebrations sometime during each week.

2. Examine Your Conscience

Take time to think about your sins. Focus on habits that are hard to change—areas that need Jesus' healing and forgiveness.

3. Go to the Priest

As Father welcomes you, make the Sign of the Cross.

4. Listen to God's Word

The priest may read a passage from the Bible.

5. Confess Your Sins

Tell the priest your sins. He may ask questions or give advice.

6. Receive a Penance

The priest will give you a task called a penance. It is a sign that you are sorry and want to change. It may be a prayer or a loving action.

7. Say an Act of Contrition

Tell God you are sorry. Pray in your own words, or say an Act of Contrition such as the following:

My God,
I am sorry for my sins with all my heart.
In choosing to do wrong
and failing to do good,
I have sinned against you
whom I should love above all things.
I firmly intend, with your help,
to do penance,
to sin no more,
and to avoid whatever leads me to sin.
Our Savior Jesus Christ
suffered and died for us.
In his name, my God, have mercy.

(*Rite of Penance*, 45)

8. Receive Absolution

The priest prays to God to forgive your sins. He says:

God, the Father of mercies,
through the death and the resurrection of
his Son,
has reconciled the world to himself
and sent the Holy Spirit among us for the
forgiveness of sins;
through the ministry of the Church
may God give you pardon and peace,
and I absolve you from your sins,
in the name of the Father, and of the
Son, and of the Holy
Spirit.¹

(CCC, 1449)

The priest blesses you, and you make
the Sign of the Cross.

9. Leave

The priest may give you a final blessing.
You say "Amen" and leave.

10. Do Your Penance!

Don't forget to do the penance the priest
assigned to you. Do it as soon as possible!

(The prayer on this handout is from the English translation of *Rite of Penance* © 1974, International Commission on English in the Liturgy [ICEL], number 45, as found in *The Rites of the Catholic Church*, volume one, prepared by the ICEL, a Joint Commission of Catholic Bishops' Conferences [Collegeville, MN: The Liturgical Press, 1990]. Copyright © 1990 by the Order of St. Benedict, Collegeville, MN. Used with permission of the ICEL. Published with the approval of the Committee on Divine Worship, United States Conference of Catholic Bishops.

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Endnote Cited in a Quotation from the *Catechism of the Catholic Church*, Second Edition

1. *Ordo paenitentiae* 46: formula of absolution.



Chapter 36

The Sacraments of Matrimony and Holy Orders

Preparation and Supplies

- Study chapter 36, “The Sacraments of Matrimony and Holy Orders,” in the handbook.
- Provide a Bible.
- Provide two sheets of newsprint.
- Provide sheets of poster board and sets of markers, one of each for each group.
- Make copies of the chapter 36 activity handout, “The Sacraments of Matrimony and Holy Orders” (Document #: TX003601), one for each participant. *(optional)*

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Scripture that speaks of our vocation as people of God. **Ask** a volunteer to read 1 Peter 2:9. **Pray** the following:

- Lord, we thank you for calling us to be your chosen people. Make us worthy to love and serve you. Amen.

Close with the Sign of the Cross.

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

A. The Sacrament of Matrimony

1. **Organize** the young people into two groups by gender. **Give** each group a sheet of newsprint and a marker. **Explain** the task as follows:
 - The boys are to list the qualities needed to be a good father or husband.
 - The girls are to list the qualities needed to be a good mother or wife.

When they have completed the task, **invite** each group to share its list of qualities.

2. **Direct** the participants to read the chapter introduction and the sections “The Sacrament of Matrimony” and “In Good Times and in Bad, in Sickness and in Health,” on pages 390–393 in the handbook. The content covers points 1 through 5 on the handout “Chapter 36 Summary” (Document #: TX003600).
3. **(Optional) Invite** a volunteer to read the Live It! article on page 402 in the handbook. **Lead** a discussion with the following question:
 - Why is the Christian home called a domestic church?

B. I Will Love You and Honor You All the Days of My Life

1. **Lead** a discussion on vocation using the following questions:
 - What is a vocation? *(Refer the young people to the definition on page 586 in the handbook glossary.)*
 - Who are some adults you know who live out their vocations in a way you admire? How do these people inspire you to live your own vocation?

Ask the participants to reflect on what vocation they think God is calling them to and how they will serve God and others through this vocation.

2. **Direct** the young people to read the sections “I Will Love You and Honor You All the Days of My Life” and “The Rite of Marriage,” on pages 394–397 in the handbook. The content covers points 6 through 8 on the handout “Chapter 36 Summary” (Document #: TX003600).
3. **(Optional) Direct** the participants to the Fun Fact article on page 392 in the handbook. **Read** the article aloud. **Invite** volunteers to share experiences of witnessing either form of a marriage ceremony entrance described in the sidebar. **Engage** the young people in a discussion about these entrance practices. Which do they prefer and why?

C. The Sacrament of Holy Orders

Direct the participants to read the sections “The Sacrament of Holy Orders” and “Rite of Ordination,” on pages 397–400 in the handbook. The content covers points 9 through 12 on the handout “Chapter 36 Summary” (Document #: TX003600).

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

Live It! (15 to 20 minutes)

1. **Invite** the young people to identify what they already know about the Sacrament of Matrimony. **List** their suggestions on the board below the heading “Matrimony.” **Refer** to pages 396–397 in the handbook for ideas. **Ask** the participants to identify what they already know about the Sacrament of Holy Orders. **List** their suggestions on the board below the heading “Holy Orders.” **Refer** to handbook pages 397–398.
2. **Organize** the young people into groups of three or four. **Give** each group a sheet of poster board and a set of markers. **Ask** half of the groups to write “What Is Priesthood?” at the top of their poster board. **Ask** the other half to write “What Is Marriage?” **Explain** the task as follows:
 - Each group will create a poster about either marriage or priesthood.
 - Answer the question at the top of your poster board using pictures and words that are appropriate for children who are about seven years old.
 - Include information about the related Sacrament and address how priests or married people serve others. Use the handbook and the lists on the board for ideas.
3. **Invite** each group to share its poster with the large group. **Display** the posters in the meeting space and make plans to send them as gifts to a class of younger children.

Optional Activity

Distribute a copy of the chapter 36 activity handout, “The Sacraments of Matrimony and Holy Orders” (Document #: TX003601), to each participant. **Use** an assessment tool if you wish.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 391 in the handbook. **Invite** three volunteers to take turns reading the prayer. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on “Catechist: Additional Course Handouts or Quizzes.” Tip sheets and links are also available.

The Sacraments of Matrimony and Holy Orders

Chapter 36 Summary

Chapter Learning Objectives

- The participants will explore the Sacraments of Matrimony and Holy Orders as Sacraments of service.
- The participants will recognize that God calls them to consider how they can use their gifts to serve others.

Content Summary

1. The two Sacraments that help adult Catholics live out their baptismal promises are the Sacrament of Matrimony and the Sacrament of Holy Orders.
2. When a baptized man and woman celebrate the Sacrament of Matrimony, Christ takes their imperfect love and joins it to his perfect love.
3. The celebration of the Sacrament of Matrimony is a sign of Christ's love for his Church.
4. The Sacrament of Matrimony is a covenant that must be entered into willingly.
5. A child is the supreme gift of married life, and being open to children is essential to marriage.
6. A vocation is a way of life people choose in response to God's call to live out their faith. Because marriage is a lifelong vocation, it is meant to be permanent.
7. Those who are divorced can marry and remain in communion with the Church if they receive an annulment—a declaration that means that when the wedding took place, the standards for a sacramental marriage did not exist.
8. The most important action of the Rite of Marriage is the consent (or vows). The rings are a symbol of these vows. Lastly, the newly married couple receives the nuptial blessing.
9. Those who choose to serve the Church as bishops, priests, or deacons also enter into a covenant to serve the People of God.
10. There is an Ordination Rite for each of the three types of ministerial service—deacon, priest, and bishop.
11. The Ordination Rite for a priest includes: the examination and promise, the Litany of the Saints, the laying on of hands and prayer of consecration, and the anointing of the priest's hands with Sacred Chrism. The Sacrament of Holy Orders bestows an indelible mark on the soul of the priest. The rite ends with the fraternal kiss, or sign of peace, shared with the bishop and the priests of the diocese or order.
12. The bishop receives the fullness of Holy Orders, because his mission is handed down directly from Christ through the line of bishops. Deacons do not receive the ministerial priesthood but share in Christ's mission in ministries of service under the authority of the bishop.

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Document #: TX003600

Chapter 36 Activity: The Sacraments of Matrimony and Holy Orders

The Sacrament of Matrimony is a vocation for married people to serve their families. The Sacrament of Holy Orders is a vocation for bishops, priests, and deacons to serve the People of God. Use the clues to unscramble the words below each clue. Then use the letters from the numbered spaces to fill in the corresponding blank spaces at the bottom of the page to complete a statement from the chapter.

- A promise that is stronger than a contract
C A V T E N N O 9 1
- A way of life people choose in response to God's call to live out their faith
T I V O N O A C 23 5
- Ministers of the Sacrament of Matrimony
C E P L O U 21 3
- Consent or promises a man and a woman make to each other in the Sacrament of Matrimony
W V S O 22 24 6
- Blessing that is the last part of the Rite of Marriage
P U N T A L I 12
- Word that describes two degrees of the ordained priesthood (bishops and priests)
M A I R E I T I N S L 19 17 25 16 2
- Ordained minister whose job it is to help and serve both the priest and the bishop
N E D A C O 7 14
- At ordination, the man being ordained lies face down on the floor to show this
D E I C E B N O E 11 13 8
- At ordination, the bishop lays these on the heads of those to be ordained
D S H A N 20 10
- He receives the fullness of Holy Orders B H P O I S 4 18 15

The promises we make in the Sacraments of Matrimony and Holy Orders . . .

1 2 3 4 5 6 7 8 9 10 11 12 2

13 14 15 16 17 18 19 20 21 22 23 24 25



Life Issues A

Dealing with Peer Pressure

Preparation and Supplies

- Provide two Bibles and two markers.
- On two sheets of newsprint, write the phrase “peer pressure” vertically down the left-hand side. Post them in different sections of the room.
- Provide sheets of paper and pens or pencils, one of each for each participant. (*optional*)
- Make a copy of the life issues A activity handout, “Peer Pressure Role-Plays” (Document #: TX003603), and cut it apart on the dotted lines.

Pray It! (5 minutes)

Tell the participants that class will begin with two readings from Scripture that address the social pressures people face in their daily lives. **Invite** two volunteers to read from the Bible, asking one to read Proverbs 1:10–18 and another to read Proverbs 2:9–12. **Lead** everyone in praying the Lord’s Prayer on page 557 in the handbook.

Study It! (40 to 50 minutes, depending on your class length)

A. What Is Peer Pressure?

1. **Organize** the young people into two groups. **Give** each group a marker. **Explain** the task as follows:
 - The reading from Proverbs alludes to the topic of social pressure when the author tells us not to give in when we are tempted by those who want us to do bad things. It also advises us to stay away from people who are a negative influence on us and to listen to the Lord, who shows us what is right, just, and fair.
 - Each group will create an acrostic poem on the newsprint by adding phrases to the letters in “peer pressure,” describing what peer pressure is and how it affects young people.
 - For instance, next to the letter “p” you could write “popular opinion” to signify the pressure we experience to agree with popular beliefs. Next to the letter “e” you might write “excludes others” as an effect of peer pressure, and so on.
2. **Invite** a couple of volunteers to read aloud their group’s acrostic poem. **Create** a large-group summary of the key ideas from the acrostic poems by writing the ideas on the board under the heading “Peer Pressure.” **Comment** as follows:
 - Peer pressure is social pressure put on someone by others, causing that person to act in a certain way or to accept certain beliefs in order to be accepted by those others.
 - We all feel pressure of varying degrees at different points in our lives.
 - Social pressure can be good for us when it encourages us to participate in healthy rather than harmful activities or when it works to unify a group rather than pull it apart.
 - Social pressure can be bad for us and cause us to self-destruct when we allow negative social pressure to influence our choices and behavior.
3. (*Optional*) **Invite** the participants to expand on the definition of *peer pressure* by naming typical situations of peer pressure they, or others their age, might experience. **List** responses.

B. Combating Negative Peer Pressure

1. **Ask** the young people what they think it takes to combat negative peer pressure. **List** their responses on the board.
2. **Challenge** the participants to recall what they have learned in past sessions, particularly about the Holy Spirit's presence and gifts and how they would be helpful in combating peer pressure. **Refresh** the young people's memory by having them turn to pages 198–201 in the handbook. **Write** their ideas on the board. **Add** some of the following strategies if they are not mentioned in either list:
 - Join clubs or organizations in which the members share your interests and beliefs.
 - Develop friendships with people who respect individual freedoms and are not apt to put negative pressure on you.
 - Distance yourself from people who bully or are critical of others.
 - Know what you think and where you stand on common issues of peer pressure ahead of time so that you are ready to share your opinion and resist negative peer pressure.
 - Discuss with your parents the social pressures you experience and how they make you feel.
 - Be prepared with a few excuses (such as, "My parents are expecting me at home") when you are pressured to do something that you don't want to do or know you shouldn't do.
3. **(Optional) Direct** the participants to the Did You Know? article on page 197 in the handbook. **Read** the article aloud. **Ask** the young people to reflect on what God wants them to do that they find difficult right now. **Distribute** a sheet of paper and a pen or pencil to each participant, and ask them to write a short prayer asking for God's help.

Live It! (10 to 15 minutes)

1. **Organize** the young people into five groups. **Distribute** to each group one of the scenarios from the life issues A activity handout "Peer Pressure Role-Plays" (Document #: TX003603). **Explain** the task as follows:
 - Each group will create a 1- to 2-minute role-play with a scenario in which members of the group practice resisting negative peer pressure by using one of the strategies that were listed on the board in the previous discussion.
 - There may be more than one way to respond, so act out the best strategy for you.
2. **Invite** the groups to present their role-plays to the large group. After each presentation, **ask** the participants what other strategies they think would be effective in that situation.
3. **Comment** as follows in your own words:
 - The Holy Spirit (who is the Breath of God) is present with us and helps us to combat negative peer pressure by bestowing on us his seven gifts. Ask the group to name them.

Closing Prayer (5 minutes)

Direct the participants to the Prayer to the Holy Spirit on page 560 in the handbook. **Read** the first half of the prayer and **lead** the young people in praying the second half of the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on "Catechist: Additional Course Handouts or Quizzes." Tip sheets and links are also available.

Dealing with Peer Pressure

Life Issues A Summary

Chapter Learning Objectives

- The participants will define and understand the effects of social pressure.
- The participants will identify both positive and negative experiences of peer pressure.
- The participants will apply strategies for and understand the Holy Spirit's role in combating negative peer pressure.

Content Summary

1. Peer pressure is social pressure put on someone by others, causing that person to act in a certain way or to accept certain beliefs in order to be accepted by those others.
2. We all feel pressure of varying degrees at different points in our lives.
3. Social pressure can be good for us when it encourages us to participate in healthy rather than harmful activities or when it works to unify a group of people rather than pull its members apart.
4. Social pressure can be bad for us and cause us to self-destruct when we allow negative social pressure to influence our choices and behavior.
5. The Gifts of the Holy Spirit can be helpful in resisting negative social pressure or peer pressure.
6. Other helpful strategies to resist peer pressure include the following:
 - joining organizations in which the members share your beliefs and interests
 - developing friendships with people who respect individual freedom
 - keeping a distance from people who bully or are critical of others
 - knowing where you stand on certain issues and being ready to resist negative peer pressure
 - discussing peer pressure with your parents or other trustworthy adults
 - being confident in yourself and saying no to negative influences
 - being ready with a good excuse for not doing something you do not want to do or should not do



Life Issues A Activity: Peer Pressure Role-Plays



Your friends want you to join them in experimenting with a drug.

Some of your classmates are planning to play a cruel practical joke on someone, and they're asking you to join in.

Your parents have a rule that you cannot go to parties where there is no adult supervision. You have been invited to a great party, but no adults will be there. Your closest friend wants you to lie to your parents so that the two of you can go.

You work as a teacher's assistant during one of the class periods at school. You can easily get your hands on a copy of the next test. Your friends are trying to convince you to provide them with a copy of the test so they can cheat.

There is a new girl in your school who has had a hard time making friends. You and your friends are going to the high school football game on Friday evening. You invited this girl to hang out with you there. Your friends are upset with you because they don't want to be seen with this girl.



Life Issues B

God, Where Are You?

Preparation and Supplies

- Provide a Bible.
- Make a copy of the life issues B activity, “Meeting Jesus: A Guided Meditation” (Document #: TX003605).
- Provide newspapers, magazines, and scissors for each group of three or four.
- Provide sheets of paper and pens or pencils, one of each for each of four groups.
- Provide a sheet of construction paper and a set of markers for each participant.

Pray It! (5 minutes)

Tell the participants that class will begin with a prayer that expresses the abandonment by God that Jesus felt during his Crucifixion. **Ask** a volunteer to read Psalm 22:1–2,9–11. **Pray**:

- Heavenly Father, as I look back on times when you seemed far away, help me to see how they bring me ever closer to you. Be with me always. Amen.

Close with the Sign of the Cross.

Study It! (40 to 50 minutes, depending on your class length)

A. Times When God Seems Far Away

1. **Organize** the participants into groups of three or four. **Distribute** newspapers, magazines, and scissors to each group. **Explain** the task as follows:
 - Use the newspapers and magazines to find articles and pictures that illustrate times when God seems far away.
 - Cut out the pictures and articles and be ready to explain how God seems to be absent.
2. **Invite** each group to share its pictures and articles and explain how God seems far away from the situation depicted in the picture or article. When all the groups have presented, **ask** everyone to take a moment of silence to think of a time in their own lives when God seemed far away. Lead a discussion with the following questions:
 - Why do you think Jesus seems far away sometimes?
 - If someone asked you for help in understanding how to encounter God’s love, what advice might you give?
3. **(Optional)** **Invite** a volunteer to read the Did You Know? article on page 169 in the handbook. **Read** aloud verses 1–9 and 15–20 of Psalm 22. **Lead** a discussion on the similarities between the words of the psalmist and the experience of Christ.

B. Meeting God in Scripture and in Prayer

1. **Organize** the young people into four groups. **Distribute** a sheet of paper and a pen or pencil to each group. **Assign** each group one of the following Scripture passages:
 - Luke 11:9–10
 - Matthew 11:28
 - John 6:37
 - Isaiah 49:15–16

Explain the task as follows:

- Each group is to read its assigned Scripture passage.
- On a sheet of paper, write answers to the following questions:
 - Does God seem far away in these passages? Why or why not?
 - Does God seem committed to being with us during hard times? Why or why not?
 - Do you think hard times could bring us closer to God? How?

Invite a volunteer from each group to share the group's responses. **Comment** as follows:

- When we were baptized, we became children of God the Father and brothers and sisters of Jesus. Through Jesus we come to know the Father and hear his promise to be with us forever, in good times and in bad.

2. **Invite** everyone to sit comfortably apart from one another. **Dim** the lights and play some soft background music. **Read** the life issues B activity handout, "Meeting Jesus: A Guided Meditation" (Document #: TX003605), slowly and prayerfully. After the meditation **give** the participants time to reorient to the room. **Explain** that it is helpful to journal or write down the experience for future reflection. **Instruct** the young people to record their thoughts, noting what the garden looked like, what Jesus' voice sounded like, how it felt to be hugged by Jesus, and what events from their life Jesus showed them.
3. **(Optional) Direct** the participants to the sections "Encounters with Christ" and "God with Us" on pages 300–302 in the handbook. **Review** the content. **Lead** a discussion on how God is with us in the Church and the Sacraments. **Consult** the handout "Life Issues B Summary" (Document #: TX003604) to add other ideas.

Live It! (10 to 15 minutes)

1. **Distribute** a sheet of construction paper and a set of markers to each young person. **Explain** the task as follows:
 - During the meditation, you heard voices greeting you. Jesus said they belong to your Church family in Heaven and around the world.
 - Your task is to make those invisible voices visible by drawing as many of the people Jesus was referring to as possible, giving each person a name. Any form of art is okay.
2. **Invite** volunteers to take turns showing and describing their drawings.
3. **Ask** the following questions:
 - Were there individuals in your drawing that surprised you? Why?
 - How does your Church family—around the world and in your parish—help to support your faith?
 - Can you think of anyone who would include you in his or her Church family drawing? Why or why not?
 - What are some ways to become more helpful to your Church family?

Closing Prayer (5 minutes)

Ask a volunteer to read Psalm 46:1–3,7. **Direct** the participants to the Act of Hope on page 555 in the handbook. **Lead** them in praying the prayer together. **Close** with the Sign of the Cross.

Online Resources

To access activities and a quiz related to this chapter, go to www.smp.org/resourcecenter/books/ and click on "Catechist: Additional Course Handouts or Quizzes." Tip sheets and links are also available.

God, Where Are You?

Life Issues B Summary

Chapter Learning Objectives

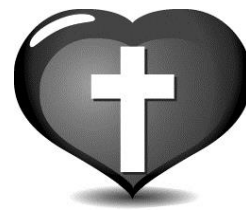
- The participants will examine ways God promises to be with us always.
- The participants will reflect on their relationship with God.

Content Summary

1. Everyone goes through times when God seems far away. At these times it is important to remember that God sent Jesus, his only Son, to us to be with us always.
2. Jesus is with us and communicates with us in these ways:
 - in the Sacraments, especially in the Eucharist, his very Body and Blood
 - through the Holy Spirit, in the prayers of the liturgy (the Mass and the Liturgy of the Hours), and in our private prayer and meditation
 - in and through the events of our lives
3. Jesus is with us in good times and in bad. When something bad happens, this does not mean that God does not love us. God the Father sent Jesus to us to assure us of his love, even in the midst of tragedy and death.
4. The Passion and death of Christ remind us that God is with us at the worst of times.
5. The Resurrection of Christ reminds us that God is with us to take us through our suffering and death to new life with him, now and in eternity.
6. God helps us through the hard times of this life by working for good within them and despite them: “We know that in all things God works for good with those who love him, those whom he has called according to his purpose” (Romans 8:28).

(The scriptural quotation on this handout is from the Good News Translation® [Today's English Version, Second Edition]. Copyright © 1992 by the American Bible Society. All rights reserved. Bible text from the Good News Translation [GNT] is not to be reproduced in copies or otherwise by any means except as permitted in writing by the American Bible Society, 1865 Broadway, New York, NY 10023 [www.americanbible.org].)





Life Issues B Activity: Meeting Jesus: A Guided Meditation

Begin with the Sign of the Cross.

God made each of us, including our imaginations. Today we will use our imaginations to experience a guided meditation. Remember, Jesus said, “Seek, and you will find.” If we seek Jesus and offer him our imaginations, we can sometimes meet him and spend time with him in a way that helps us understand how he wants us to live. Let’s try it and see!

Close your eyes and relax. . . . Listen to your breathing. . . . Don’t change it, just listen to it. . . . As you inhale, breathe in all the love God has for you. . . . As you exhale, feel all your distractions leave . . . any aches and pains . . . any worries . . . any distractions at all. Try to feel your heart beating . . . the heart God created for you. . . . *[pause]*

Now picture, right before you, a large door, standing all alone. . . . *[pause]*

Go to the door, push it open, and walk through. . . . You find yourself in a beautiful garden. . . . Take a moment to look around . . . feel the grass beneath your feet . . . smell the flowers . . . listen to the birds. . . . Enjoy! *[pause]*

In the distance you see a stream winding through the garden. . . . There is a shade tree next to the stream, and a bench beneath the tree. . . . Jesus is there, waiting for you. . . . He smiles, and calls you by name. . . . Go to him. . . . *[pause]*

Jesus takes you into his arms with a warm hug. . . . “I’m so glad you came,” he says. . . . “Come, let’s sit down and be together for awhile. . . .” So you sit on the bench and enjoy each other’s company. . . . *[pause]* Think about what Jesus is like. . . .

Jesus takes you by the hand and says, “I have been with you always, through times of joy, and times of sadness.” *[pause]* Then Jesus shows you moments in your life, beginning when you were very young. . . . He shows you how he was there, sharing each moment with you. . . . *[pause]* What does Jesus show you? . . . How do you feel? . . . *[pause]*

Then Jesus says, “At your Baptism, you became a child of God the Father and a member of the Body of Christ. Through the Holy Spirit, I will be with you forever, during the good times and the difficult times. . . . *[pause]*

Jesus points out the stream, and invites you to go into the water to renew yourself as you call to mind your Baptism. . . . *[pause]* Together you go, hand in hand. . . . To your surprise the water is warm and life-giving. . . . With great joy Jesus gently dips you into the water. . . . Think about what it feels like. . . . *[pause]*

As you stand in the stream with Jesus, you hear invisible voices cheering and clapping. Jesus laughs and says: “You hear our family, the Church, greeting you! They are the family and friends you meet every day and all those in Heaven and around the world who pray for you each time the Eucharist is celebrated.”

The sound fades, and you and Jesus return to the bench. . . . As you leave the water, you become completely dry, and your heart fills with God’s peace. . . . As you sit beside Jesus . . . you realize you can tell him anything. . . . What do you tell Jesus? . . . How does he respond? . . . *[pause]*

Jesus then tells you it is time to go . . . but first he has something for you . . . something that will unite you closer with him and with all your brothers and sisters in the Church. . . . He takes from his cloak a small loaf of bread. . . . He blesses it, . . . breaks it, . . . and says, “This is my Body,” . . . “take and eat.” Together you share the meal. . . . *[pause]*

Now you both stand up to go. . . . He invites you to return anytime and says he will be waiting. . . . He tells you he will be with you throughout your journey. . . . You will sense his presence in the people and events of your daily life. . . . You will be able to hear his voice in the Bible and find his love in the Sacraments. . . . Then Jesus says, “I look forward to being with you in the Eucharist.” He takes you into his arms for a farewell hug. *[pause]*

You turn to go, and you see the door is still standing open. . . . As you walk up to it, you take one last look at Jesus and remember that you can return at any time. . . . You go through the door, closing it behind you . . . and find yourself back here in this room. . . . Slowly you wiggle your fingers and toes . . . stretch your arms and legs . . . and, when you are ready, open your eyes.

Close with the Sign of the Cross.



Answer Keys

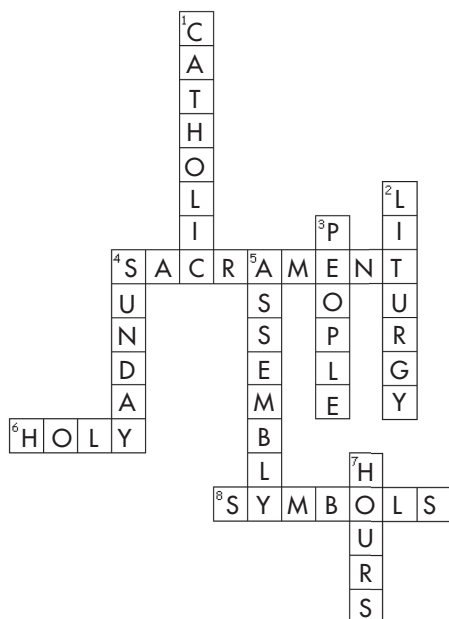
Answer Key for Chapter 22 Activity

One: Clue 1, 2
 Holy: Clue 3, 4
 Catholic: Clue 5, 6
 Apostolic: Clue 7, 8

Answer Key for Chapter 23 Activity

1. Saint Peter
2. consecrated religious
3. diocese
4. the Pope
5. laity
6. ecumenism
7. the Great Commissioning
8. Saint Peter
9. Catherine of Siena
10. bishop
11. the Pope
12. Jesus

Answer Key for Chapter 27 Activity



Answer Key for Chapter 28 Activity

Possible responses for column 3 are:
 Baptism—"name of the Father, and of the Son, and of the Holy Spirit" (Matthew 28:19)
 Confirmation—Pentecost, wind, fire, Holy Spirit
 the Eucharist—bread, wine, "This is my body." (Luke 22:19)
 Penance and Reconciliation—"If you forgive people's sins, they are forgiven." (John 20:23)
 Anointing of the Sick—friends brought the sick, laying on of hands
 Matrimony—the two become one, man and woman
 Holy Orders—"You will be a priest forever." (Hebrews 5:6)

Answer
 Keys

Answer Key for Chapter 31 Activity

Items should be numbered as follows:

2 9 3 1 6 4 8 5 7

Bold letters spell: **epiclesis**

Answer Key for Chapter 32 Activity

LAMB OF GOD 6	EUCCHARIST 1	ORANS 8
BODY OF CHRIST 7	FRACTION OF THE BREAD 5	LORD'S PRAYER 3
COMMUNION 2	ANNOUNCE THE GOSPEL 9	RITE OF PEACE 4

Answer Key for Chapter 34 Activity

1. f
2. j
3. i
4. d
5. c
6. h
7. a
8. g
9. e
10. b

Answer Key for Chapter 36 Activity

1. covenant
2. vocation
3. couple
4. vows
5. nuptial
6. ministerial
7. deacon
8. obedience
9. hands
10. bishop

The promises we make in the Sacraments of Matrimony and Holy Orders . . . are based on our baptismal vows.

