

The Catholic Connections Handbook

For Middle Schoolers

Second Edition

CATECHIST GUIDE: CHRISTIAN MORALITY AND PRAYER

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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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The publishing team included Joanna Dailey, editor. Prepress and manufacturing coordinated by the production departments of Saint Mary's Press. We are also indebted to the authors of the first edition of the Saint Mary's Press Catholic Connections Catechist Guides for their work, which has been incorporated into this revision: Patricia E. Clement (Catholic Connections Catechist Guide, *Sacraments and Prayer*, © 2009) Diana Macalintal (Catholic Connections Catechist Guide, *The Eucharist*, © 2009), Gloria Shahin (Catholic Connections for Middle Schoolers, *Student Activity Booklet*, © 2010), and Alan J. Talley (Catholic Connections Catechist Guide, *Christian Morality and Justice*, © 2009).

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The quotation on the handout "Chapter 44 Summary" (Document #: TX003620) is from the English translation of the *Rite of Marriage* © 1969, International Commission on English in the Liturgy Corporation (ICEL), number 24, 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.

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The definition of "mentor" on page 48 is from the *American Heritage College Dictionary*, third edition (Boston, New York: Houghton Mifflin, 1993).

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Printed in the United States of America

2260

ISBN 978-1-59982-362-1

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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 chapter’s 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 are 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 session 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 students' life experience. These 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 other.

● **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. The patron saint of teachers, Saint John Baptist de La Salle, 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 are deeply appreciative of 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 3:
Christian Morality
and Justice**

Chapter 37

The Bible: The Old Law and the New Law

Preparation and Supplies

- Study chapter 37, “The Bible: The Old Law and the New Law,” in the handbook.
- Provide a Bible.
- Provide sheets of paper and pens or pencils, one for each participant.
- Provide a sheet of poster board, markers, scissors, tape, and some Catholic or mission magazines, enough for each group of four or five.
- Make copies of the chapter 37 activity handout, “Living the Beatitudes” (Document #: TX003607), one for each young person. *(optional)*

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Sacred Scripture that speaks of loving others as the Greatest Commandment. **Invite** a volunteer to read Romans 13:10. **Pray** the following:

- Lord, each day help me to strive to be true to your teachings, to be your worthy disciple, and to be a good example for others. Guide me in following the Commandments, especially the New Commandment to love others as Jesus loves us.

Close with the Sign of the Cross.

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

A. The Old Law

1. **Ask** the young people to form pairs and share who or what has been their greatest help in living the Christlike way of love. **Invite** volunteers to share their responses.
2. **Direct** the participants to read the chapter introduction and the section “The Old Law,” on pages 406–409 in the handbook. The content covers points 1 through 4 on the handout “Chapter 37 Summary” (Document #: TX003606).
3. **(Optional) Lead** a discussion with the following questions:
 - Are the Ten Commandments still important moral laws for us today? Why? *(Yes. Jesus came to fulfill the Law of Moses and the teachings of the prophets, to make their teachings come true, not to do away with them.)*
 - What do the Ten Commandments teach us? *(They teach us how to love and honor God and to love and respect one another.)*

B. The New Law

1. **Invite** a volunteer to read Matthew 5:1–20. **Organize** the young people into four groups. **Assign** each group one of the following Scripture passages:
 - Matthew: 5:1–2
 - Matthew 5:3–12
 - Matthew 5:13–16
 - Matthew 5:17–20

Explain the task as follows:

- Each group is to read aloud its passage from Matthew and then discuss the meaning of the passage.

Ask volunteers from each group to share their answers.

2. **Direct** the participants to read the section “The New Law,” on pages 409–412 in the handbook. The content covers points 5 through 7 on the handout “Chapter 7 Summary” (Document #: TX003606).
3. **(Optional) Direct** the young people to the Beatitudes on page 565 in the handbook. **Read** the Beatitudes aloud slowly. **Ask** the participants to choose a beatitude that appeals to them. **Distribute** a sheet of paper and a pen or pencil to each participant. **Invite** the young people to reflect on ways this beatitude is a “new attitude” for them, and **direct** them to illustrate living out this new attitude.

C. Practical Moral Advice

Direct the participants to read the section “Practical Moral Advice,” on pages 412–414 in the handbook. The content covers point 8 on the handout “Chapter 37 Summary” (Document #: TX003606).

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 eight groups. **Assign** each group a Beatitude (see page 565 in the handbook). **Give** each group a sheet of poster board, markers, scissors, tape, and some Catholic or mission magazines. **Explain** the task as follows:
 - Each group is to design a poster based on its assigned beatitude. Each poster should include the title (the beatitude itself), a paragraph of explanation about the beatitude, pictures evoking the meaning of the beatitude, and a prayer based on the beatitude.
2. **Invite** the groups to share their work. Display the posters in the parish for all to enjoy.
3. **Comment** as follows:
 - The New Law that Jesus taught fulfills and completes the Old Law.
 - It is found in the Sermon on the Mount (see Matthew 5:1—7:29).
 - In the Sermon on the Mount, Jesus explains that the Ten Commandments teach us how to love. The Beatitudes illustrate the meaning of love for God and one another.

● Optional Activity

Distribute copies of the chapter 37 activity handout, “Living the Beatitudes” (Document #: TX003607). **Use** it to help the young people reflect on living the Beatitudes daily.

● Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 407 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 Old Law and the New Law

Chapter 37 Summary

Chapter Learning Objectives

- The participants will examine how the Old Law is fulfilled in the New Law of Love.
- The participants will explore the Beatitudes and how they are lived out in their everyday lives.

Content Summary

1. The Ten Commandments are the most important laws we find in the Old Testament.
2. The Ten Commandments are incomplete without Jesus' New Law of Love.
3. The Old Law can also be called the Original Law and is not outdated or expired.
4. We look to the Church to apply the Ten Commandments to our time and culture.
5. The New Law, which Jesus taught, fulfills and completes the Old Law.
6. The clearest expression of the New Law is in the Sermon on the Mount (see Matthew 5:1—7:29).
7. In the Sermon on the Mount, Jesus explains that the Ten Commandments teach us how to love. The New Law is a Law of Love.
8. The Bible contains practical moral advice, particularly in the Book of Proverbs and in the Letters of Saint Paul and other epistles.

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Chapter 37 Activity: Living the Beatitudes

For each beatitude, write down how you live it in your own life.

Beatitude: Blessed are the poor in spirit, for theirs is the kingdom of heaven.

How I live it: _____

Beatitude: Blessed are they who mourn, for they will be comforted.

How I live it: _____

Beatitude: Blessed are the meek, for they will inherit the earth.

How I live it: _____

Beatitude: Blessed are they who hunger and thirst for righteousness, for they will be satisfied.

How I live it: _____

Beatitude: Blessed are the merciful, for they will be shown mercy.

How I live it: _____

Beatitude: Blessed are the clean of heart, for they will see God.

How I live it: _____

Beatitude: Blessed are the peacemakers, for they will be called children of God.

How I live it: _____

Beatitude: Blessed are they who are persecuted for the sake of righteousness, for theirs is the kingdom of heaven.

How I live it: _____



Chapter 38

38

Living the Moral Life

Preparation and Supplies

- Study chapter 38, “Living the Moral Life,” in the handbook.
- Provide a Bible.
- Make copies of the chapter 38 activity, “How Do I Make Moral Decisions?” (Document #: TX003609), one for each participant.
- Provide five markers and five sheets of newsprint with one of the following headers written across the top of each:
 - When you are frustrated
 - When you are sad
 - When you feel angry
 - When you are jealous of someone
 - When you are tempted to tell a lie
- Provide additional markers and sheets of newsprint, 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 Sacred Scripture that speaks about our ability to make good choices. **Select** a volunteer to read Sirach 15:15. **Pray** the following:

- Lord, as your children, you have lovingly given us the gift of free will, allowing us to choose between good and evil. As young people faced with so many decisions, we humbly ask that you give us the wisdom and strength we need to remain faithful to you. Please guide us today as we seek ways to make decisions that are pleasing to you. 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. Off to a Great Start

1. **Distribute** a copy of the chapter 38 activity handout, “How Do I Make Moral Decisions?” (Document #: TX003609), to each young person. **Read** the directions and **instruct** the participants to fill out the handout. **Invite** volunteers to share their responses.
2. **Direct** the young people to read the chapter introduction and the sections “Off to a Great Start” and “Walking the Talk,” on pages 416–420 in the handbook. The content covers points 1 through 3 on the handout “Chapter 38 Summary” (Document #: TX003608).
3. **(Optional) Invite** a volunteer to read the Fun Fact article on page 420 in the handbook. **Help** the participants to relate the idea of a nun’s habit to symbols of Christian faith that they might display in their bedrooms at home or that they might wear. **Ask** volunteers to share examples of these symbols and what they mean.

B. You're Born with It

1. **Organize** the young people into five groups. **Distribute** to each group one of the sheets of newsprint with a heading written across the top and a marker. **Select** a volunteer to read the quotation from Philippians on page 420 in the handbook. **Explain** the task as follows:
 - Filling your mind with things that are good can help you out of difficult situations. Each group is to think of at least two good things you can “fill your mind with” to help you turn your thinking around for the situation written at the top.

Invite volunteers from each group to share their group's responses.
2. **Direct** the participants to read the sections “You're Born with It” and “Higher Love,” on pages 420–422 in the handbook. The content covers points 4 and 5 on the handout “Chapter 38 Summary” (Document #: TX003608).
3. **(Optional) Direct** the young people to the Think About It! article on page 421 in the handbook. **Engage** the participants in a discussion of the following:
 - Name an example of something that is not inherently wrong but that can become a bad habit if we don't control our use of it.
 - How can bad habits hurt our relationships with others?
 - Who are some people who might help and support you in overcoming a bad habit?

C. Virtues

Direct the participants to read the sections “Virtues” and “Always Closer,” on pages 422–424 in the handbook. The content covers points 6 through 8 on the handout “Chapter 38 Summary” (Document #: TX003608).

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 marker to each group. **Explain** the task as follows:
 - Each group is to review the descriptions of the theological virtues and the cardinal virtues on pages 423 and 424 in the handbook.
 - On your sheet of newsprint, write a story in which the main character is saved from danger—the danger of sin—by these virtues. You can use just a single virtue in your story, or all of them. Be creative, but be sure you show how the virtue or virtues were at work in helping your main character. Give your story a title and an illustration.
2. **Invite** the groups to share their stories with the large group.

Closing Prayer (5 minutes)

Direct the participants to turn to the Pray It! article on page 417 in the handbook. **Invite** a volunteer to read 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.

Living the Moral Life

Chapter 38 Summary

Chapter Learning Objectives

- The participants will understand that the natural law is part of our human nature that gives us an ability to know through human reason what is good.
- The participants will examine the gift of free will and how it enables us to freely choose to love God or turn away from him in sin.
- The participants will explore the theological and cardinal virtues and how they can help us to do the right thing.

Content Summary

1. God wants us to draw nearer to him in this life and to live happily with him forever in eternity.
2. The virtues and other supports from God help us to live morally and happily.
3. Both the Old Law and the New Law help us to form our conscience and use our free will in just and right ways.
4. God's gift of the natural law is placed deep within us, and we can know this law through our human reason.
5. The Sermon on the Mount is the ultimate expression of the New Law.
6. Virtues are habits we develop to help us consistently do the right thing.
7. The cardinal virtues are hinges on which other virtues hang: patience, prudence, temperance, and fortitude.
8. The theological virtues have their source in God and in God's energy within us. They are the virtues of faith, hope, and love.

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Chapter 38 Activity: How Do I Make Moral Decisions?

When you have a difficult moral decision to make, how do you go about figuring out what you should do? Do you talk with your friends or a parent or other adult, or do you pray about it? For some decisions, your decision making probably involves more than one of these possibilities. Complete the following survey about your moral decision making. Remember that you can check more than one item for each situation.

Moral Decision I'm Facing	Talk to Friends or Parent or Other Adult	Pray about It
Some classmates have been picking on the shy kid in our class. I think it's mean, but if I tell them to knock it off, they may target me for their bullying.	<input type="checkbox"/>	<input type="checkbox"/>
One of my friends seems to be developing an eating disorder. Maybe I should intervene.	<input type="checkbox"/>	<input type="checkbox"/>
I have a tough math test coming up, and some of my friends are planning a way to cheat. Joining in sure would make my life easier.	<input type="checkbox"/>	<input type="checkbox"/>
A friend of mine dresses inappropriately and provocatively. I'd like to tell her she's attracting the wrong kind of attention.	<input type="checkbox"/>	<input type="checkbox"/>
My friends are planning a party with alcohol. I don't want to drink, but I'll feel weird saying so.	<input type="checkbox"/>	<input type="checkbox"/>
I saw a classmate steal from another kid's locker. I'd like to tell, but I don't want to feel like a squealer.	<input type="checkbox"/>	<input type="checkbox"/>
Someone I thought was my friend spread an embarrassing rumor about me. I'd really like to get even.	<input type="checkbox"/>	<input type="checkbox"/>
A friend of mine got into trouble because of something we both did, but he didn't tell on me. I'm glad I didn't get into trouble, but I feel guilty that he took all the blame.	<input type="checkbox"/>	<input type="checkbox"/>

Reflect on your responses, and think about how you go about making moral decisions and how you might benefit from relying on more than one source of guidance.



Chapter 39

39

Moral Decision Making

Preparation and Supplies

- Study chapter 39, “Moral Decision Making,” in the handbook.
- Provide a Bible.
- Make copies of the chapter 39 activity handout, “Let Your Conscience Be Your Guide” (Document #: TX003611), one for each participant.
- Divide a sheet of newsprint into three columns. Write one of the following three headers across the top of each column:
 - Product Advertisement
 - Temptation
 - A Better ChoiceUnder the “Product Advertisement” header, write: “Clothing, Food, Technology.”
- Provide a sheet of poster board and several markers for each group of three or four.

Pray It! (5 minutes)

Tell the participants that class will begin with a prayer asking for God’s grace to choose good over evil. **Invite** a volunteer to read Colossians 3:15. **Pray** the following:

- Lord, you have fashioned us in your own image. Though sometimes we fail to choose good and resist evil, we are truly your people longing to serve you and grow closer to you. Give us the grace to do your will always. Amen.

Close with the Sign of the Cross.

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

A. The Sources of Moral Actions

1. **Distribute** a copy of the chapter 39 activity handout, “Let Your Conscience Be Your Guide” (Document #: TX003611), to each participant. **Read** aloud the introduction and activity directions. **Invite** the young people to complete the activity. When everyone has finished, **review** the responses to each temptation. **Encourage** the participants to recall the importance of stopping to listen to their conscience when they must make a moral decision.
2. **Direct** the young people to read the chapter introduction and the section “The Sources of Moral Actions,” on pages 426–429 in the handbook. The content covers points 1 through 6 on the handout “Chapter 39 Summary” (Document #: TX003610).
3. **(Optional) Read** aloud the Fun Fact article on page 430 in the handbook. **Ask** the participants to share ways in which promoting greater knowledge of the Ten Commandments can lead to a more civilized and peaceful society.

B. Aiming for God

1. **Organize** the young people into three groups. **Assign** each group one of the following topics: Clothing, Food, Technology. **Direct** the participants’ attention to the newsprint you prepared ahead of time. **Explain** the task as follows:

- Each group is to think about ways commercials and ads sometimes lead you to make decisions that are not necessarily the ones God would want you to make. For your group’s topic, describe four temptations those advertisements might lead to. Then, for each temptation, tell how you can see beyond the temptation and make a moral choice.

Afterward, **ask** volunteers from each group to share the group’s responses. **Record** their answers on the newsprint under the appropriate header for each topic.

2. **Direct** the young people to read the section “Aiming for God,” on pages 431–434 in the handbook. The content covers points 7 through 10 on the handout “Chapter 39 Summary” (Document #: TX003610).
3. **(Optional) Direct** the participants to the Think About It! article on page 433 in the handbook. **Invite** a volunteer to read aloud Colossians 3:1–17. **Lead** a discussion using the questions in the article and the following questions:
 - What are some qualities Paul advised his audience to rid themselves of? to adopt?

C. Rock-Solid Guidance

Direct the participants to read the section “Rock-Solid Guidance,” on pages 435–436 in the handbook. The content covers points 11 and 12 on the handout “Chapter 39 Summary” (Document #: TX003610).

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. **Give** each group a sheet of poster board and several markers. **Direct** the groups to the Did You Know? article about the seven deadly sins on page 434 in the handbook. **Explain** the task as follows:
 - The reason the seven deadly sins are so deadly is that they are the root cause of many other sins. Draw a tree with seven roots. Label each root with one of the deadly sins.
 - Each group is to think of sins, or situations that could lead to sin, related to the seven deadly sins. Write these on your poster, using arrows. For example, greed is the root cause of cheating in financial matters, stealing, working too many hours, or neglecting family obligations.

(Note: To counter inappropriate remarks around lust, note that relationship violence is rising in our society. The compulsion to control can be an offshoot of lust, and this need can result in tragedy.)

2. **Invite** each group to share and discuss its poster.
3. **Comment** as follows:
 - Sin is anything we say or do that goes against God’s Law. (We can also sin by omission—that is, by *not* saying or doing something that we *should*.)
 - When we are separated from God and others through sin, God brings us back through a process called *justification*.

Closing Prayer (5 minutes)

Direct the young people to the Pray It! article on page 427. **Select** a volunteer to read 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.

Moral Decision Making

Chapter 39 Summary

Chapter Learning Objectives

- The participants will explore how our conscience helps us to make good moral decisions.
- The participants will understand the factors that determine the morality of an act.
- The participants will examine the seven deadly sins and how they are the basis for other sins.

Content Summary

1. Our conscience helps us use our reason to judge whether an act is right or wrong, and to make good moral decisions.
2. We judge the morality of an action in three ways: the object (the act itself), the intention, and the circumstances.
3. Some actions are always wrong. At other times, the degree of right or wrong depends on the intention and the circumstances surrounding the action.
4. The ability to make good moral decisions depends on having a conscience that is well-formed.
5. We are helped to form our conscience through Sacred Scripture, the Church's teachings, prayer, the guidance of holy people, and the Holy Spirit.
6. We must always obey the certain judgment of our conscience and take responsibility for our actions. Yet, just as ignorance of the law is no excuse for breaking it, so a poorly formed conscience is no excuse for choosing to sin.
7. Sin is anything we say or do that goes against God's Law. (We can also sin by omission, that is, by *not* saying or doing something we *should*.)
8. Vices are habitual bad habits that make it easier to commit sin. They are the opposite of virtues.
9. When we are separated from God and others through sin, God brings us back through a process called *justification*. God once again makes us worthy of being united with him by forgiving our sins, making us holy, and renewing our spiritual lives.
10. In our efforts to make good moral decisions, we are supported by God's love.
11. The Precepts of the Church also give us practical guidance to help us grow in love of God and neighbor. Through the Church, we join with others who are also trying to live the good life God wants for us.
12. The teachings of the Pope and bishops, also called the Magisterium, help us understand Christ's teachings and how they apply to the situations we encounter today.

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Document #: TX003610

Chapter 39 Activity: Let Your Conscience Be Your Guide

It's not always easy to choose to do what is right, but if you listen to your conscience, you will usually know what choice you should make. For each of the following items, describe the choice you should make. Include two additional temptations you might face and the choice you should make in the face of each.

Temptation	If I Follow My Conscience
1. My mom caught me in a lie. I can lie again to cover up my first lie.	1. _____ _____
2. My friends want me to help them cheat on a test.	2. _____ _____
3. The cashier at the store gave me back an extra ten dollars with my change.	3. _____ _____
4. My friends are spreading a rumor about one of our classmates.	4. _____ _____
5. I can download music for free instead of buying the songs I want.	5. _____ _____
6. My friend wants me to help cover for her so she can go to a party that her parents don't want her to go to.	6. _____ _____
7. My parents told me not to go to a party that I really want to go to. I can do it anyway; they'll never know.	7. _____ _____
8. I found an expensive MP3 player in class. I think I know who it belongs to, but I'd love to just keep it for myself.	8. _____ _____



Chapter 40

Honoring God

40

Preparation and Supplies

- Study chapter 40, “Honoring God,” in the handbook.
- Provide a Bible.
- Provide sheets of newsprint and sets of markers, one of each for each group of three or four.
- Make copies of the chapter 40 activity handout, “The First Three Commandments Crossword” (Document #: TX003613), one for each participant. (*optional*)

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Sacred Scripture that speaks of honoring God. **Invite** a volunteer to read Exodus 20:2–5. **Pray** the following:

- Lord, your First Commandment reminds us of your wondrous deeds and your desire to be first in our lives. As people with busy schedules, we often get distracted or even forget that you are there. Guide us today as we seek to understand how we can truly honor you by giving you the credit you deserve. 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. The First Commandment: For Starters, Honor God

1. **Ask** the young people if they have ever been in the situation where someone else got credit for something good that they or someone else did. **Invite** them to share how it made them feel, or how they think it would make them feel. **Ask** a volunteer to read Exodus 32:1–10. **Highlight** the similarities between their stories and how God responded when the Israelites worshipped a golden statue.
2. **Direct** the participants to read the chapter introduction and the section, “The First Commandment: Honor God,” on pages 438–442 in the handbook. The content covers points 1 through 5 on the handout “Chapter 40 Summary” (Document #: TX003612).
3. (*Optional*) **Direct** the participants to the Did You Know? article on page 440 in the handbook. **Invite** a volunteer to read the article aloud. **Emphasize** that Sunday is the holy day of the week for Christians, because it is the day on which Jesus rose from the dead. **Ask** volunteers to share ways they make Sunday holy and set it aside as a day to worship God in special ways.

B. The Second Commandment: Keep God’s Name

1. **Lead** a discussion by asking the following questions:
 - Why do some people use God’s name casually or disrespectfully?
 - What can you do when you hear a friend doing so?

2. **Direct** the young people to read the section “The Second Commandment: Keep God’s Name Holy,” on pages 442–444 in the handbook. The content covers points 6 through 8 on the handout “Chapter 40 Summary” (Document #: TX003612).
3. **(Optional) Direct** the participants to the Live It! article on page 443 in the handbook. **Read** aloud the text. **Invite** volunteers to suggest other alternatives to using God’s name in vain or using foul language.

C. The Third Commandment: Keep Sunday Sacred

Direct the participants to read the section “The Third Commandment: Keep Sunday Sacred,” on pages 445–447 in the handbook. The content covers points 9 and 10 on the handout “Chapter 40 Summary” (Document #: TX003612).

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. **Give** each group a sheet of newsprint and a set of markers. **Explain** the task as follows:
 - Many things in our lives can distract us from God. On the newsprint, each group is to create an advertisement aimed at young people your age, reminding them of how important God is in their lives and directing them to be more attentive to his presence in their lives. Be creative, and be sure to add illustrations.
2. **Invite** each group to share its advertisement with the large group, explaining how it reminds young people of the importance of God in their lives.
3. **Comment** as follows:
 - The first three Commandments call us to honor God.
 - The First Commandment is “I am the Lord your God. You shall not have strange gods before me.” This Commandment calls us to love, believe in, and hope in God.
 - The Second Commandment is “You shall not take the name of the Lord, your God, in vain.” Our use of God’s name should be respectful, not random, trivial, or for no good reason or value.
 - The Third Commandment is “Remember to keep holy the Lord’s Day.” On Sunday we celebrate the Resurrection of Jesus by participating in the Sunday Eucharist. Sunday is a holy day of obligation.

● **Optional Activity**

Distribute a copy of the chapter 40 activity handout, “The First Three Commandments Crossword” (Document #: TX003613), to each participant. **Use** it to help the young people review what they have learned.

● **Closing Prayer (5 minutes)**

Direct the participants to the Pray It! article on page 439 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.

Honoring God

Chapter 40 Summary

Chapter Learning Objectives

- The participants will explore how the first three Commandments call us to honor God.
- The participants will reflect on how important God is in their lives.

Content Summary

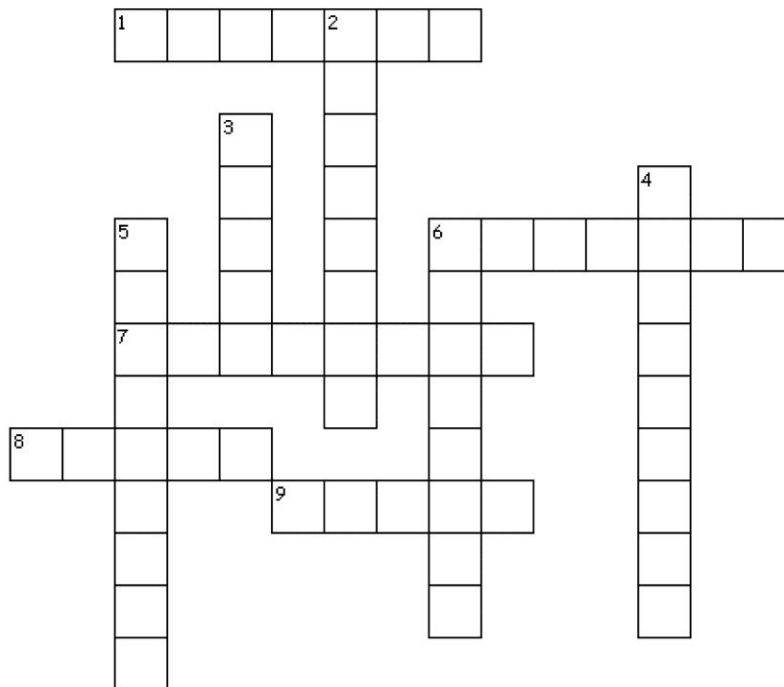
1. The first three Commandments call us to honor God.
2. The First Commandment is “I am the Lord your God. You shall not have strange gods before me.” This Commandment calls us to love, believe in, and hope in God.
3. Making things more important to us than God is called idolatry and violates the First Commandment. Superstition and belief in fortune-telling violate the First Commandment because they deny the power of God and his plan for us.
4. Sacrilege, the buying and selling of spiritual favors, and atheism also violate the First Commandment.
5. There is a real difference between idolatry (worshipping false gods in the form of statues or pictures) and veneration. Veneration is honoring God’s presence in the world through the person (Jesus, Mary, or a saint) represented by a statue, icon, or picture.
6. The Second Commandment is “You shall not take the name of the Lord, your God, in vain.” Our use of God’s name should be respectful, not random, trivial, or for no good reason or value. *Blasphemy* is the intentional offensive use of the names of God, Jesus, Mary, or the saints.
7. Taking God’s name as an oath of truthfulness is a sacred promise, and should be done only when testifying in court or promising to uphold a law.
8. Lying under oath, which is called perjury, is a serious sin. It disrespects God before whom one has sworn to tell the truth.
9. The Third Commandment is “Remember to keep holy the Lord’s Day.” On Sunday we celebrate the Resurrection of Jesus by participating in the Sunday Eucharist. Sunday is a holy day of obligation.
10. The Third Commandment also calls us to avoid unnecessary work on Sunday. Sunday should be reserved for activities related to faith, family, and friends.

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Chapter 40 Activity: First Three Commandments Crossword

Complete the following crossword puzzle to review what you have learned.



Across

1. _____, the denial of the existence of God, is a violation of the First Commandment.
6. In the Book of Exodus, the seventh day, a day of rest dedicated to God, is called the _____.
7. As Catholics, we _____, or meditate on, holy images and statues as we pray.
8. The _____ Commandment directs us to love God above everything else in our lives.
9. The Third Commandment tells us we must keep holy the _____ Day, or Sunday.

Down

2. Making money, possessions, or social status more important than God is a form of _____ and is a violation of the First Commandment.
3. Saint Peter Claver was born in _____.
4. Saint Peter Claver was known as the “saint of slaves” in _____, a major city in Colombia.
5. The Second Commandment tells us we must always treat God’s name with _____.
6. Jews observe their Sabbath on _____.



Chapter 41

Honoring Family

41

Preparation and Supplies

- Study chapter 41, “Honoring Family,” in the handbook.
- Provide Bibles, one for each group of three or four.
- Make copies of the chapter 41 activity handout, “Parents: Making Rules” (Document #: TX003615), one for each participant.
- Provide sheets of newsprint and markers, one of each for each group of three or four.
- Write the following Scripture passages on the board:
 - Mark 10:13–16
 - Luke 7:11–17
 - Luke 8:40–42, 49–56
 - Luke 9:37–43
 - Luke 9:46–48

Pray It! (5 minutes)

Tell the participants that class will begin with a call to honor our parents. **Invite** a volunteer to read Ephesians 6:1–3. **Pray** the following:

- Lord, you have called us to honor our fathers and mothers. Open our hearts so that we may see all the wonderful things our parents do for us. And give us the humility and courage to live peacefully within the rules they set for us. We ask this through Christ our Lord. Amen.

Close with the Sign of the Cross.

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

A. The Fourth Commandment: Honor Your Parents

1. **Distribute** a copy of the chapter 41 activity handout, “Parents: Making Rules” (Document #: TX003615), to each participant. **Instruct** the young people to answer the questions on the handout as if they were a parent. When they have finished, **read** each question aloud and **ask** different participants to provide their answers. **Point out** when their responses are different. **Suggest** to them that if it is *this* hard for them to agree on raising children, it is also not always easy for a parent to make some of those rules.
2. **Direct** the young people to read the chapter introduction and the section “The Fourth Commandment: Honor Your Parents,” on pages 448–452 in the handbook. The content covers points 1 through 4 on the handout “Chapter 41 Summary” (Document #: TX003614).
3. **(Optional) Direct** the participants to the Think About It! article on page 450 in the handbook. **Read** the article aloud. **Lead** a discussion using the questions there.

B. Being Family Is Hard Work

1. **Organize** the young people into groups of three or four. **Give** each group a sheet of newsprint and a marker. **Explain** the task as follows:
 - Being part of a loving family doesn't mean that everyone always gets along and that there are never any challenges or difficulties to overcome. But the benefits of being part of a loving family do outweigh the challenges.
 - Divide your sheet of newsprint into two columns. On the left, write "Challenges" at the top and then list three challenges of family life. On the right, write "Benefits" at the top and list at least one benefit that outweighs each challenge.

Invite each group to share its responses.
2. **Direct** the participants to read the sections "Being Family Is Hard Work" and "On Earth as It Is in Heaven," on pages 453–457 in the handbook. The content covers points 5 through 8 on the handout "Chapter 41 Summary" (Document #: TX003614).
3. (*Optional*) **Direct** the young people to the Live It! article on page 456 in the handbook. **Read** aloud the article. **Invite** volunteers to share their responses to the questions. **Encourage** positive responses, but acknowledge that family life isn't always perfect.

Live It! (10 to 15 minutes)

1. **Organize** the participants into five groups. **Distribute** a Bible to each group. **Assign** each group one of the five Scripture passages that you have written on the board. **Explain:**
 - Jesus cared about parents and children, especially parents and children in need.
 - Each group is to read the Scripture passage it has been assigned and discuss the following questions:
 - What did Jesus do for the children, young people, or parents in your passage?
 - What does this tell you about the kind of person Jesus was and is?
 - Designate someone from your group to record your group's responses.
2. **Invite** representatives from each group to give a summary of the Scripture passage the group was assigned and to share the group's responses to the questions.
3. **Comment** as follows:
 - Only God's love is perfect. Our parents participate in God's love by caring for us. Parents are wiser, and they must answer to God for their care of their children.
 - When we see all people as part of our human family, we glimpse the joy that Jesus told us is possible when we do God's will "on earth as it is in heaven."

Closing Prayer (5 minutes)

Direct the young people to the Pray It! article on page 449 in the handbook. **Ask** the participants to take a few moments to silently thank God for the gift of their parents. **Select** a few young people 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.

Honoring Family

Chapter 41 Summary

Chapter Learning Objectives

- The participants will examine the Fourth Commandment and what it teaches us about honoring our parents and living in a family.
- The participants will explore the duties parents have toward their children and the responsibility children have to respect their parents and follow their rules.
- The participants will reflect on how Jesus modeled God's loving care for us.

Content Summary

1. Only God's love is perfect. Our parents participate in God's love by caring for us. Parents are older and wiser in many ways, and they must answer to God for their care of their children.
2. The Fourth Commandment is "Honor your father and your mother." Parents have a duty to provide for their children, and children have a duty to honor and respect their parents.
3. Parents have a duty to teach their children about faith, prayer, and the virtues. Parents teach these values through words and actions.
4. Parents have a duty to teach and, when necessary, discipline their children. *Discipline* means learning self-control by accepting the authority of parents and family.
5. In addition to providing for basic needs, parents must also try to guide and encourage their children and to support them in their studies, activities, and choice of vocation. Above all, parents must help their children follow Jesus.
6. Respect for authority includes respect for government and support for society. Governments are obliged to respect human rights and to protect our ability to live in freedom.
7. We are obliged to follow the just laws of our society. If laws are unjust, we must resist, even to the point of civil disobedience.
8. When we see all people as part of our human family, when we value and respect one another as children of God, we glimpse the joy that Jesus told us is possible when we do God's will "on earth as it is in heaven."

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Chapter 41 Activity: Parents: Making Rules

Answer the following questions as if you were a parent.

1. At what age would you let your child cook on the stove by himself or herself?

2. You feel that your child's friends are a bad influence. When do you step in, and what do you do?

3. Your child is in eighth grade and wants to hang out with friends. What time is curfew on a school night? on a weekend?

4. How old should your child be before you allow her or him out on a date?

5. How old should your child be before you allow him or her to go to the movies with friends without an adult chaperone?

6. How old does your daughter have to be before you allow her to get her ears pierced?

7. Your son wants to get his eyebrow pierced. Do you let him, and if so, at what age?



Chapter 42

Respecting Life

Preparation and Supplies

- Study chapter 42, “Respecting Life,” in the handbook.
- Provide a Bible.
- Provide a piece of crumpled-up trash for each participant.
- Make copies of the chapter 42 activity handout, “Ways to Respect Life” (Document #: TX003617), one for each participant.

Pray It! (5 minutes)

42

Tell the participants that class will begin with a prayer that calls us to respect life in all its forms.

Select a volunteer to read Psalm 139:13–16. **Pray** the following:

- All-powerful Creator, you have made us in your image and given us the breath of life. You alone have numbered our days. Help us to be always mindful of this amazing gift. Guide us as we gather to explore this gift and your call for us to respect the gift of life in all its forms. 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. From Womb to Tomb

1. **Distribute** a piece of trash to each young person, and as you are distributing the trash, **instruct** the participants to each hold on to their piece and not set it down. When everyone has a piece of trash, **ask** the young people to set theirs on their desk or table and leave it there for the discussion. **Lead** a discussion using the following questions:

- If I had not told you to hold on to your piece of trash, what would you have done with it?
- What if I told you it was not a piece of trash but a newborn baby? How would you have handled the object then? (*Highlight the care that the participants would show for the objects.*)

Collect the pieces of trash and comment as follows:

- There is a tremendous difference between a piece of trash and a human life. One should be recycled or discarded and the other protected and given great care. Today we will explore what it means to recognize the worth of another person.
2. **Direct** the young people to read the chapter introduction and the section “From Womb to Tomb,” on pages 458–462 in the handbook. The content covers points 1 through 7 on the handout “Chapter 42 Summary” (Document #: TX003616).
3. **(Optional) Direct** the participants to the Think About It! article on page 464 in the handbook. **Read** the article aloud. **Use** the questions there to lead a discussion.

B. The Fifth Commandment: Living and Dying with Dignity

1. **Distribute** a copy of the chapter 42 activity handout, “Ways to Respect Life” (Document #: TX003617), to each young person. **Read** aloud the introduction and activity directions. **Ask** the participants to complete the activity. **Invite** volunteers to share their alternative action for each action that does not show respect for life.
2. **Direct** the participants to read the section “The Fifth Commandment: Living and Dying with Dignity,” on pages 462–464 in the handbook. The content covers points 8 through 10 on the handout “Chapter 42 Summary” (Document #: TX003616).
3. **(Optional) Direct** the young people to read the brief essay about Saint Katharine Drexel on page 533 in the handbook. **Instruct** them to write about how her example inspires them to live in a way that shows respect for life.

C. The World We Live In

Direct the participants to read the section “The World We Live In,” on pages 464–467 in the handbook. The content covers points 11 and 12 on the handout “Chapter 42 Summary” (Document #: TX003616).

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. **Explain** the task as follows:
 - Each group is to develop a 1-minute skit depicting a news broadcast.
 - The news story must be about people who are showing respect for life. It can be a local story, a national story, or a story about some other part of the world.
 - One person from each group is to act as the reporter; the other group members are to play the people in the story.
2. **Invite** each group to act out its broadcast for the large group.
3. **Comment** as follows:
 - Imagine the impact that hearing positive news like this every day would have on our society! But the exciting thing is that these stories of people respecting life are happening every day. We just need to remember this and be the ones who promote a world that sees the image of God in every single person.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 459 in the handbook. **Invite** a few volunteers to read various parts 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.

Respecting Life

Chapter 42 Summary

Chapter Learning Objectives

- The participants will recognize that from the moment of conception, all people have a right to life and dignity.
- The participants will identify ways in which the Fifth Commandment is violated in society and alternatives to choices that destroy life.
- The participants will reflect on the different ways people can respect life.

Content Summary

1. Human beings are sacred, from the moment of conception until the moment of death, because we are made in the image and likeness of God.
2. The Fifth Commandment is, "You shall not kill."
3. Abortion is a procedure that intentionally ends an unborn child's development. It is a grave sin.
4. Abortion is legal in the United States and in some other countries. This does not make it right.
5. Every human life is sacred, from the moment of conception until natural death. Murder, the act of killing someone on purpose, is a sin against the sacredness of life.
6. Some activities of everyday life can lead us to believe that violence is okay.
7. The principle of legitimate defense allows someone to protect one's life or the lives of others, even at the cost of someone's life. This principle does not extend to the protection of property.
8. Suicide, the taking of one's own life, is also forbidden by the Fifth Commandment. The decision of when life should end is God's decision.
9. Euthanasia, ending the lives of people who are suffering, is murder. Very ill people should be helped to die with dignity, in God's time, through various options available.
10. A decision can be made to not use extraordinary means to keep a person alive. Discontinuing medical treatments can be moral when the intention is not to cause death.
11. Scandal is an action or series of actions that can lead others to sin.
12. War must be avoided if at all possible. If it cannot or will not be avoided, it must be fought according to universal principles arising both from natural law and the teachings of the Church. Resources needed for the necessities of life are too often used for warfare, and this is sinful.

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Chapter 42 Activity: Ways to Respect Life

Every day you have numerous opportunities to show respect for God’s work of creation in yourself and in other people. Respecting life means protecting oneself and others from harm, but it also means valuing life in everyday ways. The following chart lists some ways people sometimes do not show enough respect for what God has created. For each action on the left, describe an alternate action that shows a greater respect for life.

Taking Life for Granted	Valuing Life
Ignoring or neglecting a person who is developmentally or physically disabled	
Using negative self-talk, such as, “I’m so stupid. I hate myself!”	
Encouraging someone to terminate an unplanned pregnancy	
Neglecting an elderly person who needs care	
Not showing compassion to a person who is suffering	
Smoking	
Practicing bad eating habits—either eating unhealthy foods or routinely undereating to be thin	
Driving while under the influence of alcohol	
War that endangers the lives of civilians	



Chapter 43

Respecting Truth and Property

Preparation and Supplies

- Study chapter 43, “Respecting Truth and Property,” in the handbook.
- Provide a Bible.
- Write the following points on the board:
 - reasons people give for committing this sin
 - reasons for not committing this sin
 - how committing this sin would affect people’s ability to trust
- Make copies of the chapter 43 activity handout, “Keeping the Seventh, Eighth, and Tenth Commandments” (Document #: TX003619), one for each participant. *(optional)*

Pray It! (5 minutes)

43

Tell the young people that class will begin with a reading from Proverbs that speaks of respecting truth and property. **Invite** a participant to read Proverbs 10:2. **Pray** the following:

- Lord, as your children, you desire that we develop loving relationships with one another that are built on trust. Help us to always remember that lying and stealing may provide an easy way to get what we want, but the price we pay is ultimately our capacity to be trusted. Give us the courage to speak the truth and to respect one another’s property so that we may develop relationships based on trust. 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. The Seventh Commandment: Take It to the Limit

1. **Ask** volunteers to share their definition of the word *trust* and why trusting others is important to them. **Highlight** how trust is essential for good relationships.
2. **Direct** the young people to read the chapter introduction and the section “The Seventh Commandment: Take It to the Limit,” on pages 468–472 in the handbook. The content covers points 1 through 4 on the handout “Chapter 43 Summary” (Document #: TX003618).
3. **(Optional) Direct** the participants to the Live It! article on page 476 in the handbook. **Read** aloud the first sentence. **Invite** a volunteer to read Matthew 6:24–34. **Discuss** the Scripture passage, using the following questions:
 - What is the key message of Jesus’ words in this Scripture passage?
 - What is your favorite verse in this Scripture passage? Why?

After the discussion, **ask** a volunteer to read aloud the rest of the Live It! article.

B. The Tenth Commandment: The Danger of Envy

1. **Direct** the young people to take out a sheet of paper. **Explain** the task as follows:
 - On the left side of your paper, list the many gifts and blessings God has given you.
 - On the right side of your paper, for each gift or blessing you listed, name at least one way you can use it to help or benefit others.

- Invite** a few volunteers to share the gifts they listed and how they can be used for others.
- Direct** the participants to read the section “The Tenth Commandment: The Danger of Envy,” on pages 472–474 in the handbook. The content covers point 5 on the handout “Chapter 43 Summary” (Document #: TX003618).
 - (Optional) Direct** the young people to the Think About It! article on page 474 in the handbook. **Read** aloud each question, allowing the participants to respond to each after you read it. **Ask** volunteers to share why it can be much worse to have one’s reputation damaged than to have an object of value taken away.

C. The Eighth Commandment: What’s in a Name?

Direct the young people to read the section “The Eighth Commandment: What’s in a Name?” on pages 474–476 in the handbook. The content covers points 6 through 9 on the handout “Chapter 43 Summary” (Document #: TX003618).

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

Live It! (15 to 20 minutes)

- Organize** the participants into five groups. **Assign** each group one of the following topics:
 - cheating on a homework assignment
 - spreading gossip about someone’s using drugs
 - lying about yourself online
 - illegally downloading music
 - shoplifting

Explain the task as follows:

- Your group is to develop a skit about your topic. Your skit should include an “angel” and a “devil” who are pushing someone to make the right or wrong decision. The “angel” and “devil” should address the following points (*write these on the board*):
 - reasons people give for committing this sin
 - reasons for not committing this sin
 - how committing this sin would affect people’s ability to trust
- Invite** each group to present its skit. After each skit briefly **review** the three points you wrote on the board, making the connection between lying or stealing and our ability to trust.
 - Comment** as follows:
 - Our words and deeds must always reflect God’s call to respect truth and property. Only then can we develop relationships that are founded on trust and are pleasing to God.

Optional Activity

Distribute a copy of the chapter 43 activity handout, “Keeping the Seventh, Eighth, and Tenth Commandments” (Document #: TX003619), to each participant. **Read** the introduction and instructions. **Instruct** the young people to complete the handout. **Use** it to reinforce the lesson.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 469 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.

Respecting Truth and Property

Chapter 43 Summary

Chapter Learning Objectives

- The participants will explore how the Seventh and Eighth Commandments serve as guides for developing trusting relationships.
- The participants will examine the Tenth Commandment and recognize the damage that bearing false witness against another person can cause.
- The participants will consider the consequences when tempted to lie or steal.

Content Summary

1. The Seventh Commandment, “You shall not steal,” forbids theft, or taking someone’s else’s property.
2. Property includes both tangible (physical and touchable) property as well as intangible property. Intangible property is sometimes called “intellectual property”—music, ideas, or someone’s answers on a test.
3. Restitution is restoring someone’s rightful property by returning it or, if it was damaged, by repairing it.
4. The unjust use of the earth’s resources is another form of stealing and is a violation of the Seventh Commandment. This Commandment calls us to share our resources with others, and not to use more than our fair share of the earth’s resources.
5. The Tenth Commandment is, “You shall not covet your neighbor’s goods.” The phrase *to covet* means “to desire.” The Tenth Commandment forbids an unhealthy desire for wealth, power, and the good things that others have. This Commandment reminds us to be thankful for what we have.
6. The Eighth Commandment, “You shall not bear false witness against your neighbor,” forbids false gossip about someone, or even spreading the truth about a person if that truth damages that person’s reputation. (Of course, reporting abuse or bullying to the proper authorities or to a trustworthy person is always the right thing to do.)
7. The Eighth Commandment also forbids any kind of lie or untruth, and obliges that we make reparation.
8. Telling the truth does not mean sharing private information that could hurt another person. However, if a person’s safety or well-being is at risk because of a secret, it is necessary to seek out a caring and responsible adult to help that person through a tough or dangerous situation.
9. In the Sacrament of Penance and Reconciliation, a priest is obliged to always keep secret everything confided to him. If anyone inadvertently overhears a confession, that person is obliged to keep that confession secret also. This obligation also applies to someone (a translator, for example) who may help another make a confession.

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Chapter 43 Activity: Keeping the Seventh, Eighth, and Tenth Commandments

In this chapter you learned that the ways we can break the Seventh, Eighth, and Tenth Commandments are sometimes not as obvious as we expect. For example, stealing doesn't always involve taking a material object that doesn't belong to you. On the lines below, list ten ways to keep these three Commandments. The first one has been done for you.

1. Do not download music from the Internet without paying for it.	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____



Chapter 44

Respecting Sexuality

Preparation and Supplies

- Study chapter 44, “Respecting Sexuality,” in the handbook.
- Provide a Bible.
- Provide a variety of magazines, enough for each group of three or four to have several.
- Make copies of the chapter 44 activity, “Ask Annie and Andy” (Document #: TX003621), one for each group of three or four.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from the Book of Sirach that is about respecting sexuality. **Select** two volunteers to take turns reading Sirach 23:16–27. **Pray** the following:

- Lord, our culture constantly sends us the message that sexual immorality is okay. Help us to tune out those messages so we may hear your message about sexuality. And give us the courage we need to live a life that honors the gift of our sexuality and that is pleasing to you. Amen.

Close with the Sign of the Cross.

44

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

A. The Sixth Commandment: Sexuality Is a Gift

1. **Organize** the participants into groups of three or four. **Distribute** a variety of magazines to each group. **Explain** the task as follows:
 - Each group is to look through its magazines and find images that express an attitude about sex.

Invite volunteers to share some of the images they found. **Ask** them to share what kinds of messages about sex and sexuality those images send.
2. **Direct** the young people to read the chapter introduction and the section “The Sixth Commandment: Sexuality Is a Gift,” on pages 478–481 in the handbook. The content covers points 1 through 4 on the handout “Chapter 44 Summary” (Document #: TX003620).
3. **(Optional) Direct** the participants to the Did You Know? article on page 480 in the handbook. **Ask** a volunteer to read the article. **Engage** the young people in a discussion by asking the following questions:
 - Who in your life is an example of the holiness of the marriage covenant?
 - What must be the qualities of love between a married couple?

B. Sexual Integrity

1. **Organize** the participants into groups of three or four. **Explain** the task as follows:
 - The Sixth Commandment directs our sexual behavior and warns us against sexual sins. Each group is to write five rules for young people your age, advising ways to live out this Commandment.

Invite representatives from each group to share their rules.

2. **Direct** the young people to read the sections “Sexual Integrity,” “Homosexuality,” and “Before You Say ‘I Do,’” on pages 481–485 in the handbook. The content covers points 5 through 7 on the handout “Chapter 44 Summary” (Document #: TX003620).
3. **(Optional) Direct** the participants to the Think About It! article on page 485 in the handbook. Read the article aloud. **Lead** a discussion by asking these questions:
 - Sometimes young people your age feel pressure to be sexually active in order to “fit in.” Why might this pressure exist?
 - What are some ways to overcome this pressure? How can you be more confident in following your conscience and rejecting this kind of pressure?

C. The Ninth Commandment: Keeping Your Heart Clean

Direct the participants to read the section “The Ninth Commandment: Keeping Your Heart Clean,” on pages 486–489 in the handbook. The content covers points 8 and 9 on the handout “Chapter 44 Summary” (Document #: TX003620).

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 four groups. **Distribute** the chapter 44 activity handout, “Ask Annie and Andy” (Document #: TX003621), to each group. **Assign** each group one of the scenarios. **Explain** the task as follows:
 - Each group is to pretend it writes an advice column for middle schoolers, called “Ask Annie and Andy.” The classmate in your scenario has written in to ask advice.
 - Read your scenario and then discuss how you will solve the situation positively.
 - Select someone in your group to record your advice on a sheet of paper. Write your advice in the form of a letter in reply to the classmate seeking advice.
2. **Invite** a representative from each group to share the group’s scenario and the response they wrote to the classmate who wrote in for advice. Following are some suggested responses for each scenario:
 - A. Do not reply! Tell your parents. They may decide to contact the boy’s parents, because he is exhibiting inappropriate behavior.
 - B. Tell school authorities. Tell your parents. Knowledgeable adults may be able to get the pictures taken off by contacting the social networking site.
 - C. Be very careful. Anything you put on the Internet is there forever for future employers and college admissions boards to see. Do not give out any personal information.
 - D. You are disobeying your parents, and this is serious. Stop immediately. You should admit to your parents what you are doing before they find out. To help you understand, ask them about their reasons. People are not always who they say they are. Maybe you could join or start a railroad club in your town with kids your own age.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 479 in the handbook. **Invite** a volunteer to read the prayer aloud. **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.

Respecting Sexuality

Chapter 44 Summary

Chapter Learning Objectives

- The participants will examine the Sixth and Ninth Commandments and how God wants us to conduct ourselves in sexual matters.
- The participants will consider practical ways they intend to follow God’s plan for them.

Content Summary

1. Sexuality is about our identities as male or female, which includes our interest in and desire for sexual activity. It is one of life’s greatest gifts.
2. The Sixth Commandment—“You shall not commit adultery”—refers to sexual relations between two people when at least one of them is married to another person.
3. The Sixth Commandment also has a deeper meaning: It calls each one of us to be sexually pure, whether we are married or not.
4. God created sexual relationships for two purposes: (1) to make new life and (2) to express the loving union between a husband and a wife.
5. People with a homosexual orientation—a strong sexual attraction to people of the same sex—are children of God. They must be treated with respect and compassion.
6. Before marriage vows are taken, the priest asks the couple if they are entering this marriage freely and without reservation.
7. The married couple must also promise to “accept children lovingly from God” (*Rite of Marriage*).
8. The Ninth Commandment—“You shall not covet your neighbor’s wife”—reminds us that we all have a tendency to sin, called concupiscence. In sexual matters, this tendency is called lust, and can become a daily struggle.
9. The virtue of modesty protects our intimate centers. Modesty is reflected in the way we dress, speak, and act. Modesty leads us to purity of heart and to sexual self-respect.

(The quotation in number 10 is from the English translation of the *Rite of Marriage* © 1969, International Commission on English in the Liturgy Corporation [ICEL], number 24, 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.

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Chapter 44 Activity: Ask Annie and Andy

Read the following scenarios of classmates who have written in to ask advice about certain situations. On a sheet of paper, compose a response giving them appropriate advice.

Scenario A

Dear Annie and Andy,

I met a boy at a friend's house. We e-mailed each other. Then I got some really creepy, sexy e-mails from him. What should I do now? Help!

Signed, Jill

Scenario B

Dear Annie and Andy,

I am on the school basketball team. One of the guys on the team was goofing around and took pictures of me and the other guys without permission. They weren't bad pictures, but he sent them to his friends, and they put them on the Internet! I want them to take the pictures off. What can I do?

Signed, Doug

Scenario C

Dear Annie and Andy,

I want to be a fashion designer. I like trying out different looks. I want to put pictures of myself wearing various outfits on a social page so I can get feedback from friends and other people. Do you think this is a good idea? What should I watch out for?

Signed, Tiffany

Scenario D

Dear Annie and Andy,

I have a computer in my room. My parents told me not to go into chat rooms with adults. But I really like trains and model railroading stuff, so I do it anyway. So far it is cool. Will I get into trouble? What should I do if my parents find out?

Signed, Jake



Chapter 45

Working for Justice

Preparation and Supplies

- Study chapter 45, “Working for Justice,” in the handbook.
- Provide a Bible.
- Provide sheets of newsprint and sets of markers, enough for each group of three or four.
- Write the following questions on a sheet of newsprint to display in the room:
 - What is not fair about your problem?
 - How is personal dignity not being respected because of this problem?
 - What works of charity might be done immediately to help the people affected by this problem?
 - What works of justice might be done over time to get rid of this problem altogether?
- Make copies of the chapter 45 activity handout, “The Two Feet of Service and Justice” (Document #: TX003623), one for each participant. (*optional*)

Pray It! (5 minutes)

Tell the participants that class will begin with a prayer that calls us to work for justice in the world. **Select** a volunteer to read Matthew 22:39. **Pray** the following:

- Lord, you call us to reach out to all those who are in need. Give us the wisdom to see beyond our own needs and to recognize the needs of others. Amen.

Close with the Sign of the Cross.

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

A. That All May Be One

1. **Invite** the young people to share stories they’ve heard about people volunteering to help others in times of crisis or tragedy. **Encourage** the participants to tell of ways they have helped others by volunteering their time and talents. **Ask** the participants who share personal experiences to tell how their service helped them, as well as the people in need.
2. **Direct** the young people to read the chapter introduction and the sections “That All May Be One” and “Together for Good,” on pages 490–496 in the handbook. The content covers points 1 through 4 on the handout “Chapter 45 Summary” (Document #: TX003622).
3. (*Optional*) **Write** on the board Matthew 22:39: “Love your neighbor as you love yourself.” **Invite** the participants to describe ways they can follow this Commandment in their own family, at school, and in their community. **Record** their answers on the board.

B. The Secret Is Out

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 following:
 - You have probably heard news reports about people in need, either locally or in faraway places around the planet. On your newsprint, write a news report in which

you tell about a family or a community of people in need of charitable help. Be sure your story explains the cause of the people’s hardship (unemployment or a flood, for example), the circumstances those affected find themselves in, and ways others can help alleviate their suffering. Also be sure your story motivates readers to get involved and help out. Include a headline and an illustration.

Invite each group to share its news reports.

2. **Direct** the participants to read the section “The Secret Is Out,” on pages 496–500 in the handbook. The content covers points 5 through 8 on the handout “Chapter 45 Summary” (Document #: TX003622).
3. **(Optional) Direct** the young people to the chart on page 498 in the handbook. **Distribute** a copy of the chapter 45 activity handout, “The Two Feet of Service and Justice” (Document #: TX003623), to each participant. **Read** the introduction and directions. **Ask** the young people to complete the handout individually or with a partner.

● **Live It! (15 to 20 minutes)**

1. **Organize** the young people into groups of three. **Assign** each group one of the following problems: hunger, poverty, homelessness, violence against women, lack of health care, unemployment. **Explain** the task as follows:
 - Pretend it is time to elect a new president of the United States, and your group is the campaign staff for one of the candidates running for president. As your candidate’s speechwriters, you are to develop a campaign speech that explains how the problem does not fulfill the common good and tells how your candidate plans to work toward the common good by addressing the problem. You must address the questions written on the newsprint in your speeches. (*Review each of the questions with the entire group.*)
 - Select one member of your small group to be your candidate, who will present to the large group the speech your group prepares.
2. **Invite** the candidates to present their speeches. Afterward, **discuss** which issues concern the participants the most. **Highlight** the importance of addressing all of these problems.
3. **Comment** as follows:
 - All of these problems we have discussed are quite complex, and I encourage you to learn more about them and the ways we can address them. We all need to make the effort to answer God’s call to work for the common good. God wants us to treat everyone fairly and with dignity. God also wants us to respond to problems with acts of charity and works of justice. When we work together to address injustice, we really can change the world.

● **Closing Prayer (5 minutes)**

Direct the young people to the Pray It! article on page 491 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.

Working for Justice

Chapter 45 Summary

Chapter Learning Objectives

- The participants will examine the Church’s social teaching and how it directs us to live in a way that upholds Jesus’ Great Commandments.
- The participants will explore how we are called to work for the common good.
- The participants will consider the distinction between acts of charity and works of social justice.

Content Summary

1. When we learn to love as God loves, we see strangers as neighbors.
2. The Church works to transform our world into a loving community. Our goal is social justice—a respect for all creation and for human rights.
3. Social justice involves working for the common good. The common good is served when all people are given the opportunity to fulfill all their needs and the needs of their families.
4. Although local, state, and national governments must work for the common good, we also need to organize society to work for justice on a global level through international federations such as the United Nations (UN), as well as charitable organizations like Catholic Relief Services (CRS).
5. Catholic social teaching has been called the Church’s best-kept secret. Catholic social teaching is concerned with making sure all people have what they need—food, clothing, shelter, health care, respect, education, work, community, freedom, and all the basic rights that flow from human dignity.
6. Our moral vision of society begins with respect for human life and dignity. We are made in God’s image, gifted with a soul, and redeemed by Jesus. So we all share an equal dignity.
7. A good test for our society is to see how our poorest and weakest, or most vulnerable, members are doing. The widening gap between rich and poor is a social sin.
8. Through work, we join God in his work of creation. That means workers should never be taken for granted. They should have fair wages, the right to join unions, and the ability to start their own businesses.
9. Everyone is our brother and sister. Living in solidarity means not only that we share our material goods though charity but also that we share our friendship and prayers with other people. Our efforts for justice can prevent wars and bring unity in a divided world.
10. We also need to be one with the earth itself. In the Book of Genesis, God tells us to care for all creation. It is time for all of us to be good stewards of the land, water, plants, and animals.

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Chapter 45 Activity: The Two Feet of Service and Justice

Caring for others involves both acts of charity and acts of justice. Review the illustration on page 498 in the handbook, and then complete the following chart. For every person or group of people in need described in the left-hand column, provide one example of an act of charity you can do to help, and one action of social justice you can undertake to address the problem.

Person(s) in need	An act of charity	An act of social justice
A local family unable to pay for their basic needs because of the high cost of caring for a sick family member		
A community in a developing nation where children do not receive any schooling		
A student who is routinely bullied by classmates		
Workers who work in “sweatshop” conditions for below-subsistence wages		



Part 4: Prayer

Chapter 46

The Bible: Models of Prayer

Preparation and Supplies

- Study chapter 46, “The Bible: Models of Prayer,” in the handbook.
- Provide a Bible.
- Provide index cards, one for each participant.
- Provide sheets of newsprint and sets of markers, one of each for each group of three or four.
- Make copies of the chapter 46 activity handout, “A Prayer Acrostic” (Document #: TX003625), one for each participant. (*optional*)

Pray It! (5 minutes)

Tell the participants that class will begin with a prayer that illustrates how Jesus modeled prayer for us. **Invite** a volunteer to read Luke 11:1–4. **Direct** the young people to the Lord’s Prayer on page 557 in the handbook. **Lead** them in prayer. **Close** with the Sign of the Cross.

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

A. King David

1. **Ask** the participants to define the word *mentor*. **Record** their responses on the board. **Invite** volunteers to share who has served as a mentor or “a wise and trusted teacher” for them.
2. **Direct** the young people to read the chapter introduction and the section “King David,” on pages 504–508 in the handbook. The content covers points 1 through 4 on the handout “Chapter 46 Summary” (Document #: TX003624).
3. (*Optional*) **Direct** the participants to the “Liturgy Connection” article on page 509. **Read** the first paragraph aloud. **Use** the questions at the end of the paragraph to lead a discussion. After the discussion, **invite** a volunteer to read aloud the last two paragraphs of the article.

B. The Virgin Mary

1. **Ask** the young people to form pairs and to brainstorm reasons why Catholics pray to Mary. **Instruct** the pairs to record their responses on a sheet of paper. **Invite** volunteers to share their reasons. **Direct** the participants to the Did You Know? article on page 512 in the handbook. **Ask** a volunteer to read the article.
2. **Direct** the young people to read the section “The Virgin Mary,” on pages 508–509 in the handbook. The content covers points 5 and 6 on the handout “Chapter 46 Summary” (Document #: TX003624).
3. **Distribute** an index card to each participant. **Ask** the young people to write a letter to Mary describing ways she is a mentor for them. Remind them to mention their own special needs and their gratitude to Mary for the care she has given them as Mother of the Church. **Invite** the participants to take their letter home and use it as a prayer. **Encourage** them to pray it daily.

C. Jesus Christ

Direct the young people to read the section “Jesus Christ,” on pages 509–513 in the handbook. The content covers points 7 through 9 on the handout “Chapter 46 Summary” (Document #: TX003624).

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 sheet of newsprint and a set of markers to each group. **Assign** each group one of the prayers presented in the chapter that are modeled by King David, the Virgin Mary, or Jesus. **Explain** the task as follows:
 - Each group is to write in large letters on the sheet of newsprint the prayer the group has been assigned, decorating the borders around the prayer.
 - Then each group is to discuss what qualities David, Mary, or Jesus is modeling in the prayer and what we can learn from praying this prayer. A member of each group should record the group’s answers on the back side of the newsprint.
- 2. Invite** each group to share the prayer they chose, the qualities modeled in the prayer, and what they can learn from it. You might want to display the prayers in the parish.
- 3. Comment** as follows:
 - The Bible presents us with three good role models for prayer: King David, the Virgin Mary, and Jesus.
 - King David models faith and love for the Lord. We can read some of David’s prayers in the historical books and in the Psalms.
 - David also models the prayer of petition. Perhaps he is best known for his prayer asking God for forgiveness.
 - The Virgin Mary models complete commitment to God’s will and saying yes to God.
 - Mary also models confidence in God’s loving goodness and awareness of his saving work in the world.
 - Because of his human nature, Jesus needed to maintain his relationship with God through prayer, just as we do.
 - Jesus is our model in praying alone, praying with others, praying for others, and praying both short and long prayers.
 - Jesus shows us how to pour out our hearts to God and then commit ourselves to doing God’s will.

● **Optional Activity**

Distribute a copy of the chapter 46 activity handout, “A Prayer Acrostic” (Document #: TX003625), to each participant. **Use** it to explore prayer as a basic part of daily life.

● **Closing Prayer (5 minutes)**

Direct the participants to the Pray It! article on page 505 in the handbook. **Select** two 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 Bible: Models of Prayer

Chapter 46 Summary

Chapter Learning Objectives

- The participants will explore how King David, the Virgin Mary, and Jesus serve as role models in showing us how to pray.
- The participants will examine why Catholics pray to Mary.
- The participants will reflect on what they can learn from praying prayers found in the Bible.

Content Summary

1. We learn to pray by following role models in our lives: a parent or grandparent, a priest or a sister.
2. The Bible presents us with three good role models for prayer: King David, the Virgin Mary, and Jesus.
3. King David models faith and love for the Lord. We can read some of David's prayers in the historical books and in the Psalms.
4. David also models the prayer of petition. Perhaps he is best known for his prayer asking God for forgiveness.
5. The Virgin Mary models complete commitment to God's will and saying yes to God in our prayers.
6. Mary also models confidence in God's loving goodness and awareness of his saving work in the world.
7. Because of his human nature, Jesus needed to maintain his relationship with God through prayer, just as we do.
8. Jesus is our model in praying alone, praying with others, praying for others, and praying both short and long prayers.
9. Jesus shows us how to pour out our hearts to God and then commit ourselves to doing God's will.

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Chapter 46 Activity: A Prayer Acrostic

Despite the “busyness” of our daily lives, we must strive to pray always. Imagine that you have to create a marketing poster telling a group of young people your age why they should make prayer an important part of their everyday lives. For each of the letters in “Pray Always,” write a sentence or phrase that describes a benefit of prayer. Decorate your poster with suitable symbols or images.

P _____

R _____

A _____

Y _____

A _____

L _____

W _____

A _____

Y _____

S _____



Chapter 47

Prayer: Conversation with God

Preparation and Supplies

- Study chapter 47, “Prayer: Conversation with God,” in the handbook.
- Provide Bibles, one for each group of no more than seven.
- Make copies of the chapter 47 activity handout, “Spirit Telecom” (Document #: TX003627), one for each pair.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Paul’s letter to the Thessalonians, which calls us to pray always. **Ask** a volunteer to read 1 Thessalonians 5:16–18. **Pray** the following:

- Lord, help us to be a people who pray always, who seek you in all circumstances of life.

Close with the Sign of the Cross.

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

A. Messages to God

1. **Lead** a discussion with the young people using the following questions:

- How do people your age communicate with friends and family?
- What things get in the way of communication with friends and family?

List as many ways as possible on the board.

2. **Direct** the participants to read the sections “Messages to God” and “What Is Prayer?” on pages 514–517 in the handbook. The content covers points 1 through 3 on the handout “Chapter 47 Summary” (Document #: TX003626).

3. **(Optional) Direct** the young people to the Think About It! article on page 520 in the handbook. **Read** aloud the questions, one at a time, and **invite** volunteers to respond to each. **Share** with the participants your own answers to the questions.

B. Tuning In to God

1. **Direct** the young people to the Did You Know? article on page 516 in the handbook. **Read** aloud the article. **Organize** the participants into groups of no more than seven. **Distribute** a Bible to each group. **Assign** one of the Psalms from the article to each group. **Explain** the task as follows:

- Each group is to read its assigned psalm and discuss as a group what the psalm means, locating some verses of the psalm that indicate its meaning.

When everyone is ready, **ask** a volunteer from each group to share with the class a summary of the group’s assigned psalm.

2. **Direct** the young people to read the sections “Tuning In to God” and “When to Pray,” on pages 517–520 in the handbook. The content covers points 4 through 7 on the handout “Chapter 47 Summary” (Document #: TX003626).
3. **(Optional) Read** aloud the Live It! article on page 521 in the handbook. As you read, **demonstrate** how to locate the jugular vein. When you have finished reading, **lead** the participants in experiencing the jugular prayer.

C. When Prayer Is Difficult

Direct the young people to read the section “When Prayer Is Difficult,” on pages 521–522 in the handbook. The content covers points 8 and 9 on the handout “Chapter 47 Summary” (Document #: TX003626).

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

Live It! (15 to 20 minutes)

1. **Ask** the participants to find a partner. **Distribute** the chapter 47 activity handout, “Spirit Telecom” (Document #: TX003627), and a Bible to each pair. **Invite** a volunteer to read aloud the *Catechism* quotation on the handout. **Explain** the following:
 - Just as wireless devices send communication signals, the Holy Spirit keeps the lines of communication open between us and God.
 - On your handout, list ways we communicate with God. Then list things that get in the way of prayer. Refer to your handbook for suggestions.
 - When you have finished, select two of the Scripture passages on your handout that feature stories of God calling and people responding. Read the passages and jot down a few notes about what happens in each passage.
2. **Invite** volunteers to share ways people communicate with God and obstacles that get in the way of communicating with God. **List** their responses on the board. **Ask** each pair to share one of the Scripture passages they chose and what they learned about prayer in that passage.
3. **Comment** as follows:
 - The history of God’s People shows us that prayer is always a back-and-forth exchange: God reaches out to us, and we respond.
 - Sometimes prayer is difficult. Distractions can interfere with prayer. Sometimes we wonder if God is listening. Sometimes we feel separated from God.
 - During these difficult times, we can remain faithful. We can continually turn back to God in an act of *conversion*—a change of heart, a turning again toward God, who loves us beyond all our understanding.

47

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 515 in the handbook. **Invite** a volunteer to read 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.

Prayer: Conversations with God

Chapter 47 Summary

Chapter Learning Objectives

- The participants will explore how prayer is essential to our relationship with God and is an ongoing conversation with God.
- The participants will examine Scripture and how people have been talking to God throughout history.
- The participants will understand that by persisting in prayer, even when it is difficult, we grow closer to God and allow his grace in our lives.

Content Summary

1. Prayer is our way of staying in touch with God.
2. The Holy Spirit teaches us to pray through Tradition, the living transmission of God's truth to us. The Holy Spirit in the Church keeps the lines of divine communication open between us and God.
3. Any time you take a moment to raise your heart and mind to God, you are praying.
4. The history of God's people shows us that prayer is always a back-and-forth exchange: God reaches out to us, and we respond.
5. When we take time to pay attention to God, we recognize his love and *grace*—his presence in our lives.
6. When we pray, we can take a few moments, or we can spend a longer time in quiet listening.
7. We can “pray always” by being open to the presence of God throughout our day.
8. Sometimes prayer is difficult. Distractions can interfere with prayer. Sometimes we wonder if God is listening. Sometimes we feel separated from God.
9. During these difficult periods, we can remain faithful. We can continually turn back to God in an act of *conversion*—a change of heart, a turning again toward God who loves us beyond all our understanding.

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Chapter 47 Activity: Spirit Telecom: The Universal Wireless Prayer Network

“There are as many paths of prayer as there are persons who pray, but it is the same Spirit acting in all and with all.”
(CCC, 2672)

List ways people communicate with God.

List obstacles that get in the way of communicating with God.

The following Scripture passages feature stories of God calling and people responding. Locate and read at least two passages and jot down a few notes about what happens in each passage.

Genesis 12:1–5

God calls Abram.

Exodus 3:1–6

God calls Moses.

1 Samuel 3:1–10

God calls young Samuel.

1 Kings 3:5–14

God gives King Solomon one wish.

Jeremiah 1:4–9

God calls young Jeremiah.

Luke 1:26–38

God calls young Mary.

Mark 1:14–20

Jesus calls the first Apostles.

Matthew 9:9–13

Jesus calls Matthew.

Luke 19:1–10

Jesus calls Zacchaeus.

Acts of the Apostles 9:3–6

Jesus calls Saul.

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Chapter 48

Tuning In to God

Preparation and Supplies

- Study chapter 48, “Tuning In to God,” in the handbook.
- Provide a Bible and a roll of tape.
- Provide copies of church bulletins from nearby Catholic parishes or printed from a variety of parish websites, one for each group of three or four.
- Provide copies of your parish’s bulletin, one for each group of three or four.
- Provide sheets of newsprint and sets of markers, one of each for each group of three or four.
- Make copies of the chapter 48 activity handout, “A Prayer Puzzle” (Document #: TX003629), one for each participant. (*optional*)

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Saint Paul’s Letter to the Romans that speaks of God’s love being poured into our heart through the Holy Spirit. **Ask** a volunteer to read Romans 5:5. **Pray** the following:

- Lord, help us to hear your voice always, even in the midst of the endless stream of communication that seems to surround us.

Close with the Sign of the Cross.

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

A. Forms of Prayer

1. **Ask** the young people to find a partner and discuss the following question:
 - If you had to pick an electronic communications device as a metaphor for your communication with God, what would it be and why?**Invite** volunteers to share their responses.
2. **Direct** the participants to read the chapter introduction and the section “Forms of Prayer,” on pages 524–528 in the handbook. The content covers points 1 through 7 on the handout “Chapter 48 Summary” (Document #: TX003628).
3. (*Optional*) **Direct** the young people to the Think About It! article on page 530 in the handbook. **Read** aloud the article, using the questions to lead a discussion.

B. Learning to Pray

1. **Ask** the participants to take a few minutes to reflect on the following questions:
 - Who taught you to pray?
 - What were some of the very first prayers that you learned?

After a brief period of silence, **invite** volunteers to share their answers.

2. **Direct** the young people to read the section “Learning to Pray,” on pages 529–531 in the handbook. The content covers points 8 through 10 on the handout “Chapter 48 Summary” (Document #: TX003628).

3. **(Optional) Direct** the participants to the Live It! article on page 532 in the handbook. **Read** aloud the article. **Ask** the young people how many of the devotions listed are familiar to them. **Allow** volunteers to respond and to tell about a devotion they know. **Share** with the participants brief explanations of some of the devotions. **Encourage** their participation.

C. Personal Prayer

Direct the young people to read the section “Personal Prayer,” on pages 531–532 in the handbook. The content covers points 11 and 12 on the handout “Chapter 48 Summary” (Document #: TX003628).

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** to each group a copy of a church bulletin from another parish, a copy of your parish’s bulletin, a sheet of newsprint, and a set of markers. **Direct** the groups to divide their newsprint into two columns, labeling the left-hand column “My Parish” and the right-hand column “Another Parish.” **Explain:**
 - The Church invites and encourages us to use a variety of prayer forms in our prayer.
 - Each group is to look through your parish’s bulletin and find all the references to prayers and activities that are listed. Write those in the column “My Parish.”
 - Then each group is to look through the bulletin from another parish and place a checkmark next to any prayer activities that are similar to those in your own parish. In the column “Another Parish,” write down those prayer activities that are different.
2. **Display** the groups’ lists by taping them to a wall in the meeting space. **Invite** each group to give a brief presentation of its findings.
3. **Comment** as follows:
 - Prayer is our response to God’s invitation to be in relationship with him.
 - There are five basic forms of prayer: petition, blessing, intercession, praise, and thanksgiving.
 - Prayer takes practice, and we grow in prayer through the liturgy of the Church, reading Sacred Scripture, and hearing the Word of God proclaimed at Mass. The virtues of faith, hope, and love also help us to pray.
 - All these expression of prayer are ways to remember that we live in the heart of God, and that God lives in our hearts.

Optional Activity

Distribute a copy of the chapter 48 activity handout, “A Prayer Puzzle” (Document #: TX003629), to each participant. **Use** it to reinforce the lesson on prayer.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 525 in the handbook. **Select** 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.

Tuning In to God

Chapter 48 Summary

Chapter Learning Objectives

- The participants will explore different ways and reasons to pray.
- The participants will reflect on how we learn to pray.
- The participants will examine various ways we pray together as a community.

Content Summary

1. Prayer is our response to God's invitation to be in relationship with him.
2. There are five basic forms of prayer: petition, blessing, intercession, praise, and thanksgiving.
3. Petition is asking God for something we need—for example, praying for help in making an important decision.
4. Blessing is praying for God's loving care for a particular person, place, or activity—for example, saying blessings before meals or praying for God's blessing on us.
5. Intercession is praying on behalf of someone else—for example, praying for people who ask for our prayers. At Mass, the Prayer of the Faithful is a prayer of intercession with several petitions.
6. Praise is telling God how much we appreciate all he does for us—for example, praising God for the beauties of creation or praising God at Mass.
7. Thanksgiving is expressing our gratitude to God—for example, giving thanks to God throughout the day or giving thanks in a special way through the Eucharist. We can "pray always" by being open to the presence of God throughout our day.
8. Prayer is usually learned through memorizing daily prayers and participating in the Sunday Eucharist.
9. Prayer takes practice, and we grow in prayer through the liturgy of the Church, reading Scripture, and hearing the Word of God proclaimed at Mass. The virtues of faith, hope, and love also help us to pray.
10. The Christian family is the first place for a child's education in prayer.
11. Personal prayer takes three major expressions: vocal prayer, meditation, and contemplation. Vocal prayer uses words to speak to God. Meditation uses our thoughts, imagination, and emotions to get in touch with God. Contemplation is wordless prayer, and is sometimes defined as "resting in God."
12. All these expressions of prayer are ways to remember that we live in the heart of God and that God lives in our hearts.

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Document #: TX003628

Chapter 48 Activity: A Prayer Puzzle

Unscramble each of the following words related to prayer, using the clues given for each word. Then take the letters that appear circled in boxes and unscramble them to find the name of an important Marian devotion.

A prayer in which we ask for God's loving care for a person, place, or activity

BILNESGS

--	--	--	--	--	--	--	--

A way of praying in which we use our thoughts, imagination, and emotions to get in touch with God

MITTIODAEN

--	--	--	--	--	--	--	--	--	--

A prayer in which we acknowledge God's greatness and tell him how much we appreciate all that he does for us

SIRPAE

--	--	--	--	--	--

A type of prayer in which we thank God

SIGTAGKIVNHN

--	--	--	--	--	--	--	--	--	--	--	--

A type of prayer in which we ask God for good things

TINTOEPI

--	--	--	--	--	--	--	--

A prayer that uses words to speak to God

LOVCA

--	--	--	--	--

Wordless prayer in which we listen for God's presence in our lives

NANTOLPOTCEMI

--	--	--	--	--	--	--	--	--	--	--	--	--

The Church's official, public, communal prayer

LYGRUTI

--	--	--	--	--	--	--	--

The Church's official prayer for certain times of the day

RUYTGLI FO TEH RUSHO

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

A type of prayer in which we pray on behalf of someone else

COTSNSEENIIR

--	--	--	--	--	--	--	--	--	--	--	--	--

Forms of piety such as Eucharistic Adoration and the Stations of the Cross

SIOTEDVON

--	--	--	--	--	--	--	--

Prayers such as the Hail Mary or the Lord's Prayer that are standard prayers of our faith

NIOTAIDRLAT

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--



Chapter 49

The Lord's Prayer: The Perfect Prayer

Preparation and Supplies

- Study chapter 49, “The Lord’s Prayer: The Perfect Prayer,” in the handbook.
- Provide a Bible.
- Provide sheets of drawing paper and sets of colored pencils or markers, one of each for each participant.
- Make copies of the chapter 49 activity handout, “The Lord’s Prayer in Spanish” (Document #: TX003631), one for each participant. *(optional)*

Pray It! (5 minutes)

Tell the young people that class will begin with the prayer that Jesus taught us to pray. **Invite** a couple of volunteers to take turns reading Matthew 6:5–15. **Pray** the following:

- Lord, teach us to pray. Amen.

Close with the Sign of the Cross.

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

A. 1. Jesus Himself Gave Us the Lord's Prayer

1. **Direct** the participants to find a partner. **Instruct** the pairs to do the following:
 - Imagine that you lived in Galilee two thousand years ago, and Jesus was your teacher.
 - With your partner, list the pros and cons of having Jesus as your teacher.

Invite volunteers to share their list of pros and cons.

2. **Direct** the young people to read the chapter introduction and the sections “1. Jesus Himself Gave Us the Lord’s Prayer,” “2. The Lord’s Prayer Teaches Us How to Pray,” “3. The Lord’s Prayer Is Addressed to the Father,” and “4. The Lord’s Prayer Helps Us Know Who God Is,” on pages 534–538 in the handbook. The content covers points 1 through 3 (fourth bullet) on the handout “Chapter 49 Summary” (Document #: TX003630).
3. **(Optional) Direct** the participants to the Live It! article on page 536 in the handbook. **Read** aloud the article. **Ask** the young people to look over the list silently and to think of three times during the day when praying the Lord’s Prayer might be possible for them. **Invite** volunteers to share their choices, giving reasons. **Explain** that prayer is like any other habit. It takes a decision and then practice, practice, practice!

B. 5. The Lord's Prayer Helps Us Know Who We Are

1. Lead a discussion using the following questions:
 - In ordinary life, what does being a son or daughter mean? *(It means belonging to a particular family; it means being related to others in the family; it means, eventually, having use, or perhaps ownership, of the family goods.)*
 - In God’s family, what does being a son or daughter mean? *(It means belonging to God’s family; it means being loved and cared for by God and the members of his family; it means being related to others in the family—to his Son, Jesus, and to the members of the Body of*

Christ; it means having use and ownership of the family goods—Sacraments, grace, help in time of need, and ultimately the Kingdom of God for all eternity.)

2. **Direct** the participants to read the sections “5. The Lord’s Prayer Helps Us Know Who We Are,” “6. The Lord’s Prayer Helps Us Be More like God Our Father,” “7. The Lord’s Prayer Helps Us Have Humble and Trusting Hearts,” and “8. The Lord’s Prayer Is about ‘We,’ not ‘Me,’” on pages 539–540 in the handbook. The content covers point 3 (fifth through eighth bullets) on the handout “Chapter 49 Summary” (Document #: TX003630).
3. **(Optional) Direct** the young people to the Think About It! article on page 540 in the handbook. **Read** the article aloud. **Consider** each question in turn, asking volunteers to share their responses.

C. 9. The Lord’s Prayer Is the Prayer of the Church

Direct the participants to read the sections “9. The Lord’s Prayer Is *the* Prayer of the Church,” and “10. The Lord’s Prayer Is Truly a Summary of the Whole Gospel,” on pages 541–542 in the handbook. The content covers point 3 (ninth and tenth bullets) on the handout “Chapter 49 Summary” (Document #: TX003630).

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 sheet of drawing paper and a set of colored pencils or markers to each young person. **Explain** the task as follows:
 - It is a custom for candidates for Baptism to learn the Lord’s Prayer. In some parishes they are presented with a scroll inscribed with the Lord’s Prayer.
 - Each of you will be printing or writing the Lord’s Prayer in your best handwriting on the drawing paper, which will be given as a gift to baptismal candidates (*perhaps also the families of infants*) in the parish. Draw and color a decorative border.
2. **Collect** the participants’ artwork. You may want to display the artwork before passing them to the RCIA team leader or religious education director to distribute to candidates for Baptism.
3. **Comment** as follows:
 - Jesus taught his friends his own prayer to the Father. We call this prayer the *Lord’s Prayer* or the *Our Father*.
 - The *Catechism of the Catholic Church* calls the Lord’s Prayer the *quintessential*, or most perfect, prayer of the Church.

Optional Activity

Distribute a copy of the chapter 49 activity handout, “The Lord’s Prayer in Spanish” (Document #: TX003631), to each participant. **Invite** the young people to practice at home.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 535 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 Lord's Prayer: The Perfect Prayer

Chapter 49 Summary

Chapter Learning Objectives

- The participants will explore the meaning underlying the greatness of the Lord's Prayer.
- The participants will discover or rediscover the meaning of God as Father and their own value as children of God.
- The participants will appreciate the Lord's Prayer as a great gift of Jesus to his Church.

Content Summary

1. Jesus' friends, the Apostles and disciples, asked him to teach them to pray. Jesus responded by teaching them his prayer to the Father. We call this prayer the Lord's Prayer or the Our Father.
2. The *Catechism of the Catholic Church* calls the Lord's Prayer the *quintessential*, or most perfect, prayer of the Church.
3. The reasons for this can be summarized in ten statements:
 - Jesus himself gave us the Lord's Prayer.
 - The Lord's Prayer teaches us to pray.
 - The Lord's Prayer is addressed to the Father.
 - The Lord's Prayer helps us to know who God is.
 - The Lord's Prayer helps us to know who we are.
 - The Lord's Prayer helps us to be more like God our Father.
 - The Lord's Prayer helps us to have loving and trusting hearts.
 - The Lord's Prayer is about "we," not "me."
 - The Lord's Prayer is *the* prayer of the Church.
 - The Lord's Prayer is truly a summary of the whole Gospel.

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Chapter 49 Activity: The Lord's Prayer in Spanish

Padre Nuestro (Our Father) (the capitalized syllable is stressed)

<i>Padre Nuestro</i>	PAH-dray noo-ACE-trow
<i>que estás en el cielo,</i>	kay es-TAHS en el see-AY-low,
<i>santificado sea tu Nombre,</i>	san-tee-fee-KAH-doh SAY-ah too NOME-bray,
<i>venga a nosotros tu reino,</i>	VEIN-gah ah no-SOH-trows too ray-EE-no,
<i>hágase tu voluntad</i>	AH-gah-say too voh-loon-TAHD
<i>en la tierra</i>	en la tee-YHER-ah
<i>como en el cielo.</i>	KOH-moh en el see-AY-low,
<i>Danos hoy nuestro</i>	DAH-nos oy noo-ACE-troh
<i>pan de cada día;</i>	pahn day CAH-dah DEE-ah,
<i>perdona nuestras ofensas</i>	payr-DOHN-ah noo-ACE-tras oh-FEN-sahs
<i>como también nosotros</i>	KOH-moh tom-bee-YEN no-SOH-trows
<i>perdonamos</i>	payr-DOHN-ah-mohs
<i>a los que nos ofenden;</i>	ah lohs kay nos oh-FEN-den;
<i>no nos dejes caer en</i>	no nos DAY-hess kī-YHER en
<i>la tentación</i>	la ten-ta-see-OHN
<i>y líbranos del mal. Amén.</i>	ee LEE-brah-nohs dell mahl. ah-MEN.



Chapter 50

The Lord's Prayer: A Prayer for All Time

Preparation and Supplies

- Study chapter 50, “The Lord’s Prayer: A Prayer for All Time,” in the handbook.
- Prove a Bible, a sheet of paper, and a pen or pencil for each pair.
- Make copies of the chapter 50 activity handout, “The Seven Petitions” (Document #: TX003633), one for each participant.
- Write the following Scripture citations on the board: Matthew 6:9–13 and Luke 11:1–4.
- Provide sheets of poster board, sets of markers, scissors, and bottles of glue, one of each for each of seven groups.
- Provide old magazines (including Catholic and mission magazines) for each of seven groups.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading that summarizes the message found in the seven petitions of the Lord’s Prayer. **Invite** a volunteer to read John 13:34. **Pray** the following:

- Lord Jesus, help us to learn more about the prayer you taught us. Help us to learn to love one another as brothers and sisters, children of God our Father. Amen.

Close with the Sign of the Cross.

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

A. Seven Petitions

1. **Distribute** a copy of the chapter 50 activity handout, “The Seven Petitions” (Document #: TX003633), to each participant. **Read** aloud the directions and **ask** each young person to complete the handout independently. **Ask** volunteers to share their answers.
2. **Direct** the participants to read the chapter introduction and the sections “Seven Petitions” and “1. ‘Hallowed Be Thy Name,’” on pages 544–547 in the handbook. The content covers points 1 through 6 on the handout “Chapter 50 Summary” (Document #: TX003632).
3. **(Optional) Discuss** the content of the reading by asking the following questions:
 - How is the Lord’s Prayer similar to the Ten Commandments? (*Both are divided into two parts, adding up to seven—the first part of three relates to God; the second part of four relates to human relationship and needs.*)
 - What is Heaven? (*Heaven is not a place. It is a way of life or a state of being. Heaven is not far, far away, but near to us, just as near as God is.*)

B. 2. “Thy Kingdom Come”

1. **Direct** the participants to find a partner. **Distribute** a Bible, a sheet of paper, and a pen or pencil to each pair. **Explain** the task as follows:
 - Look up and read the two Scripture passages written on the board. Compare the two versions of the Lord’s Prayer, noting the similarities and differences on a sheet of paper.

Invite volunteers to share their findings.

2. **Direct** the participants to read the sections “2. ‘Thy Kingdom Come’,” “3. ‘Thy Will Be Done on Earth, as It Is in Heaven’,” and “4. ‘Give Us This Day Our Daily Bread’,” on pages 547–549 in the handbook. The content covers points 7 through 9 on the handout “Chapter 50 Summary” (Document #:TX003632).
3. **(Optional) Direct** the young people to the Think About It! article on page 551 in the handbook. **Invite** a volunteer to read aloud the article. **Use** the question at the end to lead a discussion.

C. 5. “Forgive Us Our Trespases, as We Forgive Those Who Trespass Against Us”

Direct the participants to read the sections 5, 6, and 7 on pages 550–552 in the handbook. The content covers points 10 and 11 on the handout “Chapter 50 Summary” (Document #:TX003632).

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 seven groups. **Distribute** a sheet of poster board, a set of markers, scissors, a bottle of glue, and a selection of magazines to each group. **Assign** each group one of the seven petitions from the Lord’s Prayer. **Explain** the task as follows:
 - Each group will make a poster for one of the seven petitions of the Lord’s Prayer.
 - You will portray the meaning of your petition by cutting out pictures and words from magazines. You may also add your own words and drawings as needed. Write the petition in small letters at the bottom.
2. **Invite** the groups to present their posters. They may also want to present their posters to a younger group or display them for the entire parish to see.
3. **Comment** as follows:
 - *Hallowed be thy name.* We pray to keep God’s name holy and to use it with reverence.
 - *Thy kingdom come.* We ask God to help us do our part to bring God’s Kingdom into being.
 - *Thy will be done on earth, as it is in heaven.* We ask God to help us give and receive love.
 - *Give us this day our daily bread.* We ask for the basic food of everyday living not only for ourselves but also for everyone in the world. This includes those who hunger, not for material needs but for God.
 - *Forgive us our trespases, as we forgive those who trespass against us.* We ask for God’s forgiveness as we forgive those who have hurt us.
 - *Lead us not into temptation.* We ask God to help us avoid people and situations that could lead to sin or tragedy.
 - *But deliver us from evil.* We ask God to deliver us from things that would harm us or turn us away from God.

Closing Prayer (5 minutes)

Direct the participants to the Pray It! article on page 545 in the handbook. **Pray** the prayer slowly, pausing at appropriate moments for silent intentions. **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 Lord's Prayer: A Prayer for All Time

Chapter 50 Summary

Chapter Learning Objectives

- The participants will explore the meaning of the seven petitions of the Lord's Prayer.
- The participants will reflect on the meaning of the seven petitions in the context of our world today.

Content Summary

1. Seven is the perfect number. There are seven petitions in the Lord's Prayer.
2. Three petitions focus on the glory of God the Father. Four more petitions focus on human needs.
3. Before we begin to pray our petitions, we address God as Father. We are children of God!
4. By saying *our* Father, Jesus tells us that God's love extends to all people.
5. The words "who art in heaven" do not refer to a physical, faraway place. Heaven is a way of life or a state of being. In addressing our Father in Heaven, we recognize God's nearness to us.
6. Petition 1: *Hallowed be thy name*. The word *hallowed* means "holy." "Hallowed be thy name" is a request for help in keeping God's name holy, to use it with reverence, to be in awe of our God.
7. Petition 2: *Thy kingdom come*. The Kingdom is a time of justice, peace, and love. In this petition, we ask God to help us put our priorities in order as we do our part to bring God's Kingdom into being.
8. Petition 3: *Thy will be done on earth, as it is in heaven*. Jesus told us that God's will is that we love one another. In this petition, we ask God to help us give and receive love.
9. Petition 4: *Give us this day our daily bread*. We ask for daily bread, for the basic food of everyday living, for ourselves, our families and friends, and everyone in the world. We also remember those who are hungry, not for material needs but for God.
10. Petition 5: *Forgive us our trespasses, as we forgive those who trespass against us*. The word *trespass* is another word for *sin*. We all trespass at times, and so we all need forgiveness. Holding on to hurts or seeking revenge blocks God's love and forgiveness in our lives.
11. Petition 6: *Lead us not into temptation*. A temptation is an invitation to do something wrong. This petition asks God to help us avoid people and situations that could lead to sin or tragedy.
12. Petition 7: *But deliver us from evil*. In this last petition, we ask God to deliver us from things that would harm us or turn us away from God. We pray with confidence that good will ultimately triumph over evil.
13. The last word of the Lord's Prayer is *Amen*, "so be it." The last book of the Bible refers to Jesus as *the Amen* (see Revelation 3:14).

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Chapter 50 Activity: The Seven Petitions

Match each petition of the Lord's Prayer with its meaning.

1. Our Father, who art in heaven, hallowed be thy name
2. Thy kingdom come
3. Thy will be done on earth, as it is in heaven
4. Give us this day our daily bread
5. Forgive us our trespasses as we forgive those who trespass against us
6. Lead us not into temptation
7. But deliver us from evil

_____ We ask God to give us and all people what we need to live.

_____ We ask God to help us stay away from things that harm our soul and damage our relationship with him.

_____ We praise God and ask him to help us keep his name holy.

_____ We ask God to help us understand what he wants of us and to give us the strength to do it.

_____ We ask God to be merciful to us when we do wrong, and to help us be merciful to others.

_____ We pray that God's peace, justice, and love will reign on earth.

_____ We ask God to help us avoid saying yes to invitations to do what is displeasing to him.



Life Issues A

The Ultimate Question: Why Am I Here?

Preparation and Supplies

- Provide Bibles, one for each group of three or four.
- Provide sheets of drawing paper, sheets of cardstock, scissors, and sets of colored pencils, one of each for each participant.
- Make copies of the life issues A activity, “Saint Augustine: The Reluctant Saint” (Document #: TX003635), one for each young person.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Genesis that speaks of man and woman being created in God’s image. **Ask** a volunteer to read Genesis 1:26–31. **Pray** the following:

- Creator God, I am filled with wonder and awe when I try to imagine what it truly means to be created in your image. I am humbled and grateful for the gifts you have given me to share with all creation. Help me to discover the wonderful plans you have for me now and in the future. Amen.

Close with the Sign of the Cross.

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

A. Growing Up Can Be Confusing!

1. **Distribute** a sheet of drawing paper and a set of colored pencils to each participant. **Ask** the young people to take a few minutes to reflect on the following question:

- As a little kid, what did you want to be when you grew up?

Instruct the participants to draw a picture that illustrates their idea. When they are finished, **invite** them to comment on what they have created and display their pictures in the room somewhere. **Ask** for a show of hands from young people who have changed their minds about their future plans.

2. **Direct** the participants to read the article about Saint Augustine on page 351 in the handbook. **Distribute** the life issues A activity, “Saint Augustine: The Reluctant Saint” (Document #: TX003635), to each participant. **Read** the directions and **ask** the participants to complete the handout independently. **Invite** volunteers to share their responses to the questions. **Comment** as follows:

- Saint Augustine was a good example of the many saints who changed their mind about their future plans. In his youth, he continued to search for meaning and truth.
- Augustine began to find help and direction in the Bible, by reading Saint Paul’s epistles, through his mother’s prayers, and with the Church’s guidance.
- Augustine was eventually baptized, received the Eucharist, and was ordained as a priest and a bishop in the Church.
- Saint Augustine has been officially recognized as a Doctor of the Church. This does not mean he was a medical doctor; it is the Church’s way of honoring a great teacher of theology.

B. What Do I Want to Be When I Grow Up?

1. **Organize** the participants into groups of two or three. **Distribute** a Bible to each group and direct them to find Genesis 1:26–31. **Read** the passage again, and **invite** the young people to follow along. **Ask** the participants to discuss the following questions:
 - Was God happy with what was created that day?
 - What did God use as a model for creating man and woman?
2. **Invite** volunteers to share their responses. **Comment** as follows:
 - Each of us is created in the image of God! This means at least two important things:
 1. God created us; we didn't just happen by accident.
 2. God gifted us with God-like talents and characteristics!
(*Write on the board* "God made us for a purpose.")
 - When we try to answer the question "Why am I here?" or "What am I supposed to do with my life?" we have some options for going about it:
 1. We can spend a lifetime trying to figure it out by ourselves, or . . .
 2. We can ask God what he had in mind for us when we were created!
 - If we need God to help us find our purpose or vocation in life, we must keep the lines of communication open between ourselves and God.
 - The Church's Sacraments and prayer can help us to grow in our understanding of what God wants for us.

Live It! (10 to 15 minutes)

1. **Distribute** a sheet of cardstock and a set of colored pencils to each participant. **Ask** the young people to turn to page 351 in the handbook. **Highlight** Saint Augustine's quotation "Be what you see . . ." **Ask** for volunteers to offer ideas about how it relates to figuring out our God-given purpose in life. **Explain** the task as follows:
 - Each of you will create a bookmark out of cardstock by writing the quotation by Saint Augustine on one side of the bookmark and decorating it.
 - While you work, think quietly about any insight into what God might want you to do now or in the future.
 - On the reverse side of your bookmark, draw something that symbolizes this insight.
2. **Invite** the young people to take their bookmarks home.
3. **Comment** as follows:
 - Discovering God's purpose for us is never complete. But if we listen to God, we are sure to make important discoveries, just as Saint Augustine did.

Closing Prayer (5 minutes)

Direct the participants to take a moment of silence to ask God to show them how to become the best they can be. **Pray** the following:

- Bless us, Lord. Help us to always remember that we are created in your image, and that makes us very special indeed. 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.

The Ultimate Question: Why Am I Here?

Life Issues A Summary

Life Issues A Learning Objectives

- The participants will examine Saint Augustine's discovery of his own vocation in life.
- The participants will explore the Genesis account of human beings' being created in God's image.
- The participants will recognize that they were created in the image of God for a purpose and that God can help them discover the purpose of their lives.

Content Summary

1. Each of us is created in the image and likeness of God. We were not created by accident.
2. Each of us can make a contribution to Christ's Body, the Church. God has gifted us with God-like talents and characteristics.
3. If we need God to help us find our purpose or vocation in life, we must keep the lines of communication open between ourselves and God.
4. The Church's Sacraments and prayer can help us to grow in our understanding of what God wants for us.
5. Saint Augustine is a good example of someone who changed his plans for the future.
6. In his youth, Saint Augustine continued to search for meaning and truth.
7. Saint Augustine found help and direction in Scripture, through the prayers of others, and in the Church's guidance.
8. Saint Augustine was baptized, received the Eucharist, and was ordained a priest and a bishop in the Church.
9. Saint Augustine is officially recognized as a Doctor of the Church.
10. If we develop prayerful habits that help us listen to God, we are sure to make important discoveries, just as Saint Augustine did.



Life Issues A Activity: Saint Augustine: The Reluctant Saint

Read the article on Saint Augustine on page 351 in the handbook and then, thoughtfully and reflectively, respond to the following questions.

Did Saint Augustine have his future all figured out when he was a young person? Can you find any clues in the story that suggest young Augustine was not completely happy with his life?

Where did Augustine begin to find help and direction?

Do you think he spent time in prayer as he searched? Do you think it helped? In what way? Do you think his mother's prayers helped? Why?

According to the story, what Sacraments helped Saint Augustine to live his vocation?



Life Issues B

Using Money

Preparation and Supplies

- Provide Bibles, one for each of five groups.
- Cut out ten different magazine advertisements that show happy or attractive people (choose ads for extravagant items—things that go beyond fulfilling basic needs).
- Provide sheets of poster board, scissors, bottles of glue, and markers, one of each for each group of three or four.
- Provide magazines, several for each group of three or four.
- Make copies of the life issues B activity handout “Gospel Messages about Money” (Document #: TX003637), one for each of five groups.
- Provide various costumes and props based on the genres given on the life issues B activity handout, “Gospel Messages about Money” (Document #: TX003637).

Pray It! (5 minutes)

Tell the participants that class will begin with a prayer that explores our relationship to money.

Invite a young person to read Matthew 6:19–21. **Pray** the following:

- Lord, our culture tells us that happiness can be bought at the store. But we know that true happiness comes from following your will. Guide us today as we seek to understand the role you want money to play in our lives. Amen.

Close with the Sign of the Cross.

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

A. Wants versus Needs

1. **Pass around** the advertisements you previously cut out from magazines. **Allow** the young people to look at the different ads for a minute or two. **Lead** a discussion using the following questions:

- What do these ads try to tell you about the products and people? (*This is something you need, and it will make you happy.*)
- Can you really find true happiness in a product?
- The ads also want us to believe that the products are items we need. But what is the difference between something we need and something we want? (*Needs sustain life. We must take care of our needs so we can survive and function. Some needs are not material but spiritual. Wants are things that go beyond fulfilling basic necessities.*)

With the participants’ assistance, **list** on the board examples of things people need and things people want.

2. **Invite** the young people to listen to what Jesus tells us about our needs. **Ask** a volunteer to read Matthew 6:24–34. **Continue** in these or similar words:

- What does Jesus tell us in this passage? (*God will take care of our every need.*)
- Jesus does not say that God will take care of our every want! It is not bad to want some things. Some of the things we want can help us to love and serve God and other

people. But when we put too much emphasis on our wants, we become selfish.

B. Setting Priorities

1. **Invite** a participant to read Matthew 22:34–40. **Ask** the following:
 - How can Jesus' words help us to set priorities regarding our wants? (*We should ask if what we are buying will help us to love and serve God and to love and serve our neighbor.*)
2. **Organize** the young people into groups of three or four. **Distribute** a sheet of poster board, scissors, a marker, a bottle of glue, and a few magazines to each group. **Explain** the task:
 - Every time we spend money, we should ask ourselves two questions: First, does the thing I'm buying fulfill a need or a want? Second, if it fulfills a want, how does the purchase help me to love and serve God or to love and serve my neighbor as myself?
 - To practice asking and answering these questions, each group will create a chart.
 - On your poster board, draw a vertical line from the top to the bottom. Label the top of the line "Needs" and the bottom of the line "Wants That Do Not Serve God."
 - Cut out images or words from the magazines that represent the types of things you imagine yourself buying as an adult someday. Glue these images or words on the line, closer to the top or bottom, according to the priorities we have discussed.

Invite the groups to present their work and discuss their priorities. **Comment** as follows:

 - God wants us to trust in him and to keep our priorities straight. We must work to trust God with our needs and set the proper limits on our wants.

Live It! (15 to 20 minutes)

1. **Organize** the participants into five groups. **Distribute** the life issues B activity handout, "Gospel Messages about Money" (Document #: TX003637), and a Bible to each group. **Assign** each group one of the Scripture passages and one of the genres. **Explain**:
 - Each group will read its assigned passage and then develop a skit based on that passage and the dramatic genre the group has been assigned.
 - You may use the various costumes and props that are provided for your skits.
2. **Invite** the groups to present their skits to the large group. After each skit, **ask**:
 - What does your passage tell us about money?
 - What does your passage tell us about priorities?
3. **Comment** as follows:
 - Jesus clearly wants us to trust God for our needs and to use our money in ways that build up the Kingdom of God.

Closing Prayer (5 minutes)

Invite a volunteer to read Luke 12:13–15. **Pray** the following:

- Lord, our true lives are not made up of things we own. How easily we can forget that simple message. Too often we get our wants confused with our needs and forget to trust you at all. Help us to remember that our true lives and happiness lie with you. 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.

Using Money

Life Issues B Summary

Life Issues B Learning Objectives

- The participants will explore the difference between things we need and things we want.
- The participants will discover that God offers to take care of all our needs and calls us to set priorities when it comes to things we want.

Content Summary

1. We must know the difference between wants and needs. Needs sustain life. They can be material or spiritual. Wants are things that go beyond fulfilling basic necessities.
2. When we put too much emphasis on our wants, we become selfish, concerned with ourselves only.
3. We must be careful to remember the difference between our needs, wants that can help build our relationships with God and others, and wants that do not serve God's purpose for our lives.
4. Every time we spend money, we should ask ourselves two questions: First, does the thing I'm buying fulfill a need or a want? Second, if it fulfills a want, how does the purchase help me to love and serve God or to love and serve my neighbor as myself?
5. God wants us to trust in him and to keep our priorities straight. We must work to trust God with our needs and set the proper limits on our wants.
6. Jesus clearly wants us to trust God for our needs and to use our money in ways that build up the Kingdom of God.



Life Issues B Activity: Gospel Messages about Money

Read one of the following Scripture passages:

- Matthew 6:1–4 (Teaching about Charity)
- Matthew 17:24–27 (Payment of the Temple Tax)
- Mark 12:13–17 (The Question about Paying Taxes)
- Mark 12:41–44 (The Widow’s Offering)
- Luke 12:16–21 (The Parable of the Rich Fool)

Develop a skit based on one of the passages above using one of the following dramatic genres:

- western
- musical
- science-fiction
- suspense
- soap opera



Life Issues C

Using Technology

Preparation and Supplies

- Provide Bibles, one for each group of three or four.
- Write the following inventions on separate sheets of paper:
 - airplane
 - color television
 - gas-engine car
 - lightbulb
 - microwave oven
 - satellite
 - telephone
 - VCR
 - wheel
 - World Wide Web
- Provide a roll of tape and a hammer.
- Provide piles of building blocks (like Legos), one for each pair or group of three.
- Provide three sheets of poster board and a set of markers for each group of three or four.
- Make copies of the life issues C activity handout, “Making a Commercial” (Document #: TX003639), one for each group of three or four.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading that focuses on God’s call to use the gifts we have been given in service to him. **Ask** a volunteer to read John 6:1–13. **Pray** the following:

- Lord, you call us to use what we have to serve you. Help us to be like the little boy in the Gospel story who willingly offered all he had to you. And may we always use our gifts to honor you and give you glory. Amen.

Close with the Sign of the Cross.

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

A. Inventions

1. **Direct** the young people, working as a group, to look over the papers listing inventions and to tape them to the wall in the order they believe each was invented, from oldest to most recent. **Ask** the participants to guess the dates when each was invented. (See “Answer Key for Life Issues C, Study It!” in this guide for dates.)

2. **Organize** the participants into pairs or groups of three. **Give** each group a pile of building blocks. **Explain** the task as follows:

- Each of these inventions has helped to make life easier. Now your group is to think of a new invention to help make life easier. Make a simple model of your invention using the building blocks.

Invite the groups to present and explain their inventions. After each presentation, **ask**:

- Could people use your invention to help develop better relationships with God and with others? How?
- Could people misuse your invention in ways that harm their relationships with God or with others? How?

B. The Hammer: Ancient Technology

1. **Hold up** a hammer and comment as follows:

- We know that the hammer is mentioned quite frequently in the Bible. So let us explore some ways this piece of technology was used in biblical times.

2. **Organize** the participants into five groups. **Distribute** a Bible to each group. **Assign** each group one of the following Scripture passages:

- Genesis 6:13–22
- Exodus 25:10–22
- Luke 23:32–33
- 1 Kings 6:1–13
- Matthew 13:54–55

Explain the task as follows:

- Each group is to read its assigned passage and discuss how the hammer was used in this passage. Was it used for good, or was it misused to harm others or offend God?

Invite each group to give a summary of its passage and describe how the hammer was used or misused. (See “Answer Key for Life Issues C, Study It!” in this guide for appropriate responses.)

Live It! (10 to 15 minutes)

1. **Organize** the participants into groups of three or four. **Distribute** a copy of the life issues C activity, “Making a Commercial” (Document #: TX003639), to each group. **Assign** each group one of the following products:

- television
- MP3 player or music device
- airplane
- computer or tablet
- cell phone
- genetic engineering cloning and so on)

Explain the task as follows:

- Each group is to discuss how people use the product you have been assigned in ways that are offensive to God.
- Then your group is to use the life issues C activity handout, “Making a Commercial” (Document #: TX003639), to develop a television commercial for your product, highlighting its positive uses. You may make posters to use as part of a skit.

2. **Invite** the groups to present their commercials to the large group.

3. **Comment** as follows:

- Whether we use a hammer or the latest technology, we must make choices that directly affect our relationships with God and with others. Just like you did in developing your commercials, we must consider how we are using technology. If it doesn’t build our relationships with God and others, we must make changes.

Closing Prayer (5 minutes)

Invite a volunteer to read 2 Thessalonians 2:16–17. **Pray** the following:

- Lord, it is all about choices. We choose what we watch on television. We choose what we say on our cell phones. We choose what music we listen to on our devices. And we choose what Web sites we visit on the Internet. We need your guidance and strength to use our choices to develop our relationships with you and with one another. 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.

Using Technology

Life Issues C Summary

Life Issues C Learning Objectives

- The participants will examine how the use of technology makes life easier but also requires those who use it to make moral choices.
- The participants will explore how using technology, ancient or modern, can directly affect our relationship with God and with others.

Content Summary

1. Modern technological inventions were designed to make life easier and to do many wonderful things. Yet there are times when they have been used in ways that harm people's relationships with God and with others.
2. Morality in regard to technology is not necessarily about what the technology can do, but more about how we choose to use it.
3. We must stop and consider how we are using technology and ask whether it builds our relationships with God and with others. If it doesn't, we must make changes.



Life Issues C Activity: Making a Commercial

1. How can your product be used in a way that honors God?

2. How can your product be used in a way that honors family?

3. How can your product be used in a way that respects life?

4. How can your product be used in a way that respects truth and property?

5. How can your product be used in a way that respects sexuality?

6. How can your product be used to work for justice?



Life Issues D

Using Time

Preparation and Supplies

- Provide a Bible, a watch, ten pennies, and ten bags of snacks.
- Make copies of the life issues D activity handout, “Time Survey” (Document #: TX003641), one for each participant.

Pray It! (5 minutes)

Tell the participants that class will begin with a reading from Sacred Scripture that focuses on God’s gift of time. **Invite** two volunteers to take turns reading Ecclesiastes 3:1–13. **Pray:**

- Glory be to the Father, and to the Son, and to the Holy Spirit . . . [*Bow during this invocation to the Trinity. Rise again during these words:*] as it was in the beginning, is now, and will be forever. Amen.

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

A. *Kairos* vs. *Chronos*

1. **Invite** a volunteer to read Genesis 1:14–19. **Comment** and **ask:**

- Time is God’s gift to us, and God wants us to use it well. How can we do this?

Lead the young people in naming things like helping others, spending time with people who are lonely, praying, discovering our talents. **Comment** as follows:

- Time reveals God’s presence and helps us to follow Christ. The liturgy teaches us to look at time in a new way.

2. **Point** to a watch and **comment** as follows:

- We usually think of time as a number.

Pull out ten pennies and **give** one penny each to ten participants. **Comment** as follows:

- Let’s say each penny is a minute. If I see time like money, I can spend only one minute with each of you. Once I spend my time, it’s gone. This way of looking at time is called *chronos*.
- In this sense we measure time by its quantity, or how much we have or don’t have.

Write “*chronos*” on the board. **Comment** as follows:

- In *chronos*, time is just one minute after another. There’s no meaning to it.

Write “*kairos*” on the board. **Comment** as follows:

- There is another way of looking at time. It’s the way we experience time at the Eucharist and when other special things happen in our lives. We call this *kairos*, and we can understand *kairos* by thinking of it as “God’s time.”
- In *kairos*, time is not about what we have or don’t have but about what we do and how we spend our time. *Chronos* is about quantity. *Kairos* is about quality.

Ask those who were given the pennies to return them to you. **Give** each of those participants a bag of snacks, and **invite** them to share with the rest of the group. **Ask** those who received

the snacks to share how they felt to get these unexpected gifts. **Comment** as follows:

- *Kairos* in Greek means something like “the right moment” or “the perfect opportunity.” These ten people found the right moment to do something nice.

B. In God’s Time

1. **Introduce** this topic:

- In the liturgy we enter into *kairos*. In the Eucharist, God is with us at this perfect time to show us his love. We imitate God and look for the right moments to care for others. **Brainstorm** the link between the Eucharist and caring for others. **Direct** the young people to the “Parts of the Mass” on pages 570–571 in the handbook. **Invite** the young people to write their responses on the board.

2. **Provide** guidance as necessary, using the list found in the “Answer Key for Life Issues D, Study It!” in this guide. **Comment** as follows:

- All our activities can be *kairos* if we keep our eyes open to God’s constant presence and love as we “live the liturgy.”

Point to all the things the participants listed on the board. **Continue:**

- Our challenge is to choose more of the activities that strengthen our relationships with God, others, and ourselves, and to do less of the things that weaken them.

3. **(Optional) Direct** the participants to the illustration of the Easter candle on page 362 in the handbook. **Explain** that the Easter candle symbolizes Christ, and every year at the Easter Vigil, we remember that time belongs to him. **Draw** the young people’s attention to the alpha and omega (A and Ω) symbols. **Ask** them to guess what the symbols mean. (See “Answer Key for Life Issues D, Optional Activity” in this guide.)

Live It! (10 to 15 minutes)

1. **Distribute** a copy of the life issues D activity handout, “Time Survey” (Document #: TX003641), to each participant. **Instruct** the young people to answer the questions. **Continue:**

- Circle the activity on the handout that is most important to you.
- Then turn your paper over and draw a line down the middle of the page.
- On the left-hand side, write the ways the activity helps you to “live the liturgy.”
- On the right-hand side, write down any ways the activity distracts or disconnects you from God or hurts your relationships with others.

2. **Ask** the participants to reflect on the following questions:

- Did you write more things on the left-hand side or the right-hand side?
- Overall, do your activities strengthen or weaken your relationships?
- If an activity hurts your relationships, can you do something to change it?

Invite volunteers to share their responses.

Closing Prayer (5 minutes)

Invite a volunteer to read Philippians 1:3–6. **Direct** the young people to the Pray It! article on page 287 in the handbook. **Lead** the participants 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.

Using Time

Life Issues D Summary

Life Issues D Learning Objectives

- The participants will explore the difference between *chronos* and *kairos* and how the Eucharist inspires us to live with a sense of *kairos*.
- The participants will examine their own activities and how they affect the participants' relationships with God, self, and others.

Content Summary

1. We can think about time in two different ways: *chronos* and *kairos*.
2. In *chronos*, time is just one minute after another. There's no meaning to it. *Chronos* is about quantity.
3. We can understand *kairos* by thinking of it as "God's time." In *kairos*, time is not about what we have or don't have but about what we do and how we spend our time. *Kairos* is about quality. *Kairos* in Greek means something like "the right moment" or "the perfect opportunity."
4. In the liturgy we enter into *kairos*. In the Eucharist, God is with us at this perfect time to show us his love. We imitate God and look for the right moments to care for others.
5. All our activities can be *kairos* if we keep our eyes open to God's constant presence and love as we "live the liturgy."
6. Our challenge is to choose more of the activities that strengthen our relationships with God, others, and ourselves, and to do less of the things that weaken our relationships.
7. When we do things that strengthen our relationships, we help to accomplish Christ's mission: to show everyone the Father's love.



Life Issues D Activity: Time Survey



What is your name?

How old are you?

Which activities do you participate in outside school during the week?
(check all that apply):

- play a team sport after school
- sing in a choir or play an instrument in a band after school
- be part of a youth group (like the parish youth group, Scouts, or campus ministry)
- play video or computer games by yourself
- play video or computer games with others
- take dance, music, or other kinds of classes to learn a skill or an art
- do a liturgical ministry (like choir, altar server, lector, usher)
- read books
- participate in student council, school yearbook, school play, or other school organization
- do private prayer
- spend time with friends outside school
- watch television
- volunteer in a service activity (like helping at a soup kitchen, baby-sitting, tutoring another person)
- text or talk on your phone
- visit family
- go to church on Sunday or during the week
- do another special activity not listed above: _____

Of the activities listed above, which one do you spend most of your time doing? Draw a star next to that activity.



Life Issues E

Times of Trouble

Preparation and Supplies

- Provide a Bible.
- Provide sheets of newsprint and markers, one of each for each group of three or four.
- Make copies of the life issues E activity handout, “Grace under Pressure” (Document #: TX003643), one for each participant.

Pray It! (5 minutes)

Tell the participants that class will begin with a prayer that reminds us that God is with us always.

Ask a volunteer to read Romans 8:38–39. **Pray** the following:

- We know you are always with us, Lord, in good times and in bad. Help us to trust in your gentle care and to rely on you and one another in times of trouble. Amen.

Close with the Sign of the Cross.

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

A. Lifeboat

1. **Direct** the young people to stand in a large, open area in the meeting space. **Explain** the task as follows:

- You are going to pretend that you are on a ship that is sinking.
- I am going to pretend to be the captain, and I will call out periodically how many people can fit into the lifeboats available.
- After I call out a number, you must seek out and link arms with that number of people.
- The people who are not in a group of that number “drown” and must leave the center of the floor. They can no longer play the game.

Call out varying numbers, such as, “Two in a lifeboat!” or “Five in a lifeboat!” (*Hint: When you call the first number, pick one that will allow everyone to be in a lifeboat so that no one is eliminated in the first round.*) After each number, **make sure** the drowning victims leave the center of the meeting space. **Continue calling** numbers until you end up with only two survivors.

2. When the game is done, **point out** the following:

- The game Lifeboat uses a crisis theme. In order to win, you must focus on saving yourself and sacrificing others.

Lead a discussion by asking the following question:

- How does this message compare to the message of Jesus?

Comment as follows:

- This game teaches us that we should be concerned about ourselves only and not help others when they are in trouble. Jesus teaches us, through his words and example, that we should care for one another in times of trouble, and he assures us that there is room in his lifeboat for everyone.

B. Jesus Hot Seat

1. **Organize** the participants into groups of three or four. **Distribute** a sheet of newsprint and a marker to each group. **Explain** the task as follows:

- Each group will brainstorm troubles and problems that are typical for young people your age and then write at least ten ideas on the newsprint.

When the groups have finished, **move** a chair to the front of the meeting space. **Pretend** that the chair is hot and is burning your hands as you quickly carry it. **Invite** a volunteer to come up and sit in the “Jesus Hot Seat.” **Explain** the following:

- While in the hot seat, you are to play the role of Jesus. You will listen to the problems presented and then give advice that Jesus would give—as best as you understand.

Invite each group to present two or three problems from its list, pausing after each one for “Jesus” to offer solutions. If the hot seat “Jesus” offers a suggestion that is clearly not what Jesus would do, gently **ask** the volunteer to rethink, or **offer** an alternative suggestion.

2. After all have presented, **invite** two volunteers to read John 17:15–21 and John 13:33–35. **Distribute** a copy of the life issues E activity handout, “Grace under Pressure” (Document #: TX003643), to each participant. **Read** together the first two paragraphs. **Help** the young people to reflect on how God is present in their lives in times of trouble.

Live It! (10 to 15 minutes)

1. **Invite** three participants to sit or stand in a panel at the front of the room facing the large group. **Explain** the task as follows:
 - The participants at the front of the room are Jesus, a parent, and a peer in a game show.
 - I will play the role of host, inviting other participants to come up front, one at a time, to share a situation in which a young person is having trouble.
 - After each sharing, the members of the panel up front can buzz in (*e.g., they could ring a bell, clap their hands, or slap a tabletop*) to answer, responding how Jesus, a parent, or a peer could help the young person in that situation.
2. If time allows, **ask** other participants to take over the roles of Jesus, a parent, and a peer.
3. **Comment** as follows:
 - We can always rely on God for support regardless of the situation.
 - Keeping your troubles inside or relying inappropriately on friends instead of approaching a parent or other responsible adult can lead to dangerous situations.
 - When a friend shares a serious situation that puts him or her at risk and is unwilling to confide in an adult, you should contact an adult immediately.

Closing Prayer (5 minutes)

Invite the young people to silently reflect on some troubles in their lives and to ask Jesus for his help. **Pray** the following:

- O Rock and Refuge, we rely on you in our joy and in our sorrows. Help us to also rely on one another in times of trouble. 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.

Times of Trouble

Life Issues E Summary

Life Issues E Learning Objectives

- The participants will reflect on how we need to care for and help one another and will understand that we are Christ's caring hands in the world.
- The participants will practice thinking like Jesus when it comes to dealing with the troubles of life.
- The participants will reflect on the importance of being open to receiving help from Jesus through prayer, their parents, and their peers.

Content Summary

1. Jesus teaches us, through his words and example, that we should care for one another in times of trouble, and he assures us that there is room in his lifeboat for everyone. Many times during Jesus' ministry, he helped people who were sad, hurting, and in trouble. He still helps us today in many ways, often through others.
2. Just as Jesus loved and cared for his friends during his earthy life, he loves and cares for us too.
3. Today we often experience Jesus' love and care through prayers, parents, and peers. The Holy Spirit works through the followers of Jesus to make Jesus' love real in our lives.
4. If we want to experience Jesus' love and care, we have to be willing to ask for help when we need it, which means we need to bring our troubles to Jesus in prayer, and turn to parents, caring adults, and friends for help.
5. We can always rely on God for support regardless of the situation.
6. Keeping your troubles inside or relying inappropriately on friends when it would be more appropriate to approach a parent or other responsible adult can lead to dangerous behavior, such as drug or alcohol abuse, thoughts of suicide, and so on.
7. When a friend shares these kinds of troubles and is unwilling to confide in an adult, you should contact an adult immediately. This is not tattling. It is a matter of "safety first" in helping your friend.



Life Issues E Activity: Grace under Pressure

Just as Jesus loved and cared for his friends during his earthy life, he loves and cares for us too. Jesus prayed not only for his disciples but also for all of us who would come after them. Today we often experience Jesus' love and care through prayers, parents, and peers. The Holy Spirit works through the followers of Jesus to make Jesus' love real in our lives. In John 13:33–35 we heard Jesus telling us to love one another so that all people know we are his followers, his disciples.

If we want to experience Jesus' love and care, we need to be willing to ask for help when we need it, which means we need to bring our troubles to Jesus in prayer. We need to turn to our parents and other caring adults when we are having trouble and then listen to their advice. We need to help our friends and be willing to accept help when we need it. God wants us to be a community of love; God does not expect us to make it all by ourselves!

What are some ways you can see God's will in your life even in the challenges you face?

What can you do to remain joyful and positive even at times when events around you or in your life may make it easier to be angry or sad?

Describe a typical challenge a young person your age might face, and then tell how facing the challenge with God's help can ease the difficulty and lead to a more positive outcome.



Life Issues F

Saints as Role Models

Preparation and Supplies

- Provide a Bible.
- Provide sticky notes, six for each participant.
- Provide sheets of newsprint, markers, and dictionaries, one of each for each group of three or four.
- Provide large sheets of newsprint, about six feet long (or smaller sheets taped together), sets of markers, scissors, and rolls of tape, one of each for each group of three or four.
- Provide several magazines and other craft supplies for each group of three or four.
- Tape two sheets of newsprint to a wall in the front of the room.
- Make copies of the life issues F activity handout, “Guidance in Living Our Faith” (Document #: TX003645), one for each participant. *(optional)*

Pray It! (5 minutes)

Tell the young people that class will begin with a reading that speaks of the qualities of a Christian role model. **Invite** a volunteer to read Colossians 3:12–17. **Pray** the following:

- Lord, bless our gathering today. We thank you for the saints and the people in our lives who show us how to live with love. Help us to be good Christian role models for others. Amen.

Close with the Sign of the Cross.

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

A. What Do You Value?

1. **Distribute** six post-it notes to each participant. **Instruct** the young people to list the qualities and values that are most important to them (honesty, caring, strength, and so on), one per note. **Collect** all the notes, **read** each one aloud, and then stick each to a sheet of newsprint where all can see. Have another blank sheet of newsprint posted next to this one.
2. **Direct** the participants to the Live It! article on page 190 in the handbook that lists the fruits of the Spirit. **Invite** a volunteer to read the article aloud. **Ask:**
 - What qualities and values do people who are filled with God’s Spirit possess? (*love, joy, peace, patience, kindness, faithfulness, goodness, gentleness, and self-control*)

Write the responses on the blank sheet of newsprint posted next to the one with the sticky notes. **Point out** the qualities and values that are the same or similar to those on the sticky notes and those that are different. **Facilitate** a discussion by asking the following questions:

- The things we have posted here reflect what we value and what we believe, and what disciples of Jesus Christ value and believe. How do we put these values and beliefs into action?
- Whom do you know who demonstrates one or more of the qualities we have posted here? How do their lives reflect those qualities?

B. Christian Role Models

1. **Organize** the participants into groups of three or four. **Distribute** a sheet of newsprint, a marker, and a dictionary to each group. **Ask** for one person in each group to write the phrase “Role Model” at the top of the newsprint. **Explain** the task as follows:
 - Each group has 3 minutes to come up with a dictionary definition for *role model*.
2. **Invite** each group to share its definition for *role model*. **Comment** as follows:
 - Role models are people who possess qualities that we want to imitate.
3. **Invite** the groups to refer back to the qualities that were listed earlier on the newsprint. **Instruct** each group to develop a list of qualities and values found in a Christian role model and share their lists. **Ask** the groups to name some people they consider Christian role models. (Suggest that they add names of role models they listed earlier or names of saints in the handbook.) **Invite** each group to share their role models. **Record** these names on the board.

Comment as follows:

- Many of the role models in the media today are trying to sell us things. Sports figures and pop stars are role models who sometimes are glorified despite their bad behavior. Being a winner can be so valued that some people cheat to attain this status. This contradicts the message of Jesus.
 - The saints and Christian role models are people we look to as our guides. Their attitudes and actions show us how we can love God, others, and ourselves.
4. **(Optional) Distribute** a copy of the life issues F activity handout, “Guidance in Living Our Faith” (Document #: TX003645), to each participant. **Use** the handout to help the young people reflect on the role of the saints in their own lives.

Live It! (10 to 15 minutes)

1. **Organize** the participants into groups of three or four. **Distribute** to each group a large sheet of newsprint, scissors, a roll of tape, a set of markers, a few magazines, and other craft supplies. **Explain** the task as follows:
 - Each group will use the large sheet of newsprint to trace the outline of a group member’s body and then cut out the figure.
 - Use the magazines and craft supplies to create a group “role model.”
 - Your role model will reflect the most important qualities of the ideal Christian role model for young people. You may refer to the people of faith in the handbook.
 - Be as creative as you’d like in introducing your role model to the large group.
2. **Invite** the groups to present their role models to the large group.

Closing Prayer (5 minutes)

Ask the young people to spend several minutes praying for those who have been role models for them. **Pray** the following:

- Lord God, you have given us your Son, Jesus, to show us the way to you. Thank you for sending us role models who show us how to love you, ourselves, and others. May the fruits of the Spirit shine in our lives as we become role models for others. 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.

Saints as Role Models

Life Issues F Summary

Life Issues F Learning Objectives

- The participants will reflect on the qualities and values most important to them, and on the qualities and values of Christian disciples.
- The participants will define a role model and identify the characteristics of Christian role models.
- The participants will reflect on the saints and people of faith they have studied, and then create their ideal Christian role model.

Content Summary

1. Role models are people who possess qualities and characteristics that we want to imitate.
2. Many of the role models in the media today are trying to sell us things: music, clothing, electronic gadgets, and so on. Sports figures and pop stars are role models who sometimes are glorified despite their bad behavior. Being a winner or being famous can be so valued that some people cheat to attain this status. This contradicts the message of Jesus.
3. The saints and Christian role models are people we look to as our guides. Their attitudes and actions show us how we can love God, others, and ourselves.



Life Issues F Activity: Guidance in Living Our Faith

For each of us, different people serve as models of how we should live. Who are the role models in your life? Name one person whose example helps you relate to family members in a loving way, and one person whose example guides you to live your Catholic faith. Describe specific actions these people take that inspire you.

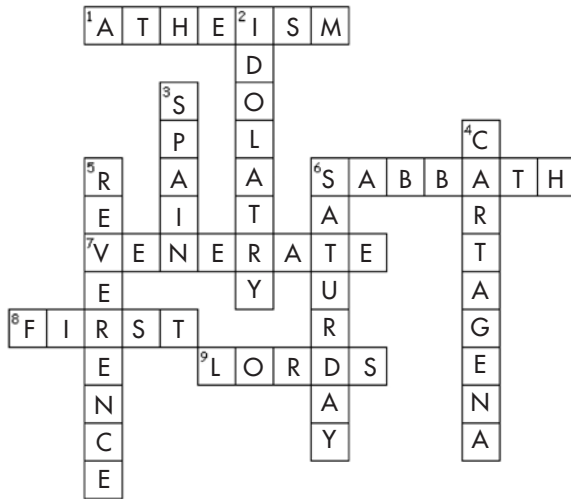
The Church honors as saints holy men and women who have led exemplary lives as followers of Jesus. Choose one saint whom you have heard or read about, and share what you know about him or her. How can this saint's example help you to live your faith?

Mary is the Church's greatest saint. She is the Mother of God and our Mother, and is always there to help us and to guide us to her Son, Jesus. Write a short prayer asking the Virgin Mary for guidance in living your faith.



Answer Keys

Answer Key for Chapter 40 Activity



Answer Key for Chapter 48 Activity

A Prayer Puzzle

- Blessing
- Meditation
- Praise
- Thanksgiving
- Petition
- Vocal
- Contemplation
- Liturgy
- Liturgy of the Hours
- Intercession
- Devotions
- Traditional

Important Marian devotion: The Rosary

Answer Key for Chapter 50 Activity

The correct order for matching statements is:
4, 7, 1, 3, 5, 2, 6

Answer Key for Life Issues D,

Optional Activity

- The symbols on the Paschal Candle:
- cross = the cross of Christ
- A = the letter alpha, the first letter of the Greek alphabet
- Ω = the letter omega, the last letter of the Greek alphabet
- the numbers = the year the candle was first lit

Answer Key for Life Issues C, Study It!

A. Inventions

wheel (over five thousand years ago), lightbulb (1875), telephone (1876), gas-engine car (1886), airplane (1903), microwave oven (1946), color television (1953), satellite (1957), VCR (1971), World Wide Web (1990)

B. The Hammer

1. Noah chose to pick up the hammer to build the ark to help save humanity.
2. The Israelites chose to use the hammer to build the Ark of the Covenant and the Temple to honor God.
3. Joseph chose to use the hammer to support his family and to teach Jesus.
4. The Roman soldiers chose to use the hammer to drive the nails into Jesus' hands and feet, to humiliate him and take away his life.
5. Morality in regard to technology is not necessarily about what the technology can do, but more about how we choose to use it. In the case of the hammer, people's choices centered on many of the things we have studied in this course: honoring God, honoring family, and respecting life.

Answer Key for Life Issues D, Study It!

B. In God's Time

Welcoming others	Introductory Rites
Listening to others	Liturgy of the Word
Sharing a talent or skill, giving the best we have	Presentation and Preparation of the Gifts
Saying thank you	Eucharistic Prayer
Becoming a family, asking forgiveness	The Lord's Prayer
Sharing what we have, becoming one with Jesus and one another	Communion
Loving and serving others	Dismissal

