

## CHAPTER 3

# The Bible's Big Picture

## Core Activity

### My Salvation History

1. Distribute four 4-x-6-inch cards to each student. Instruct the students to label each card with a number: 1, 2, 3, and 4. Then ask them to title each card as follows:

- My Abraham Journey
- My Moses Journey
- My Prophetic Journey
- My Journey with Jesus Christ

2. Ask the students to focus on the first card, and then explain, using these or similar words:

- Abraham followed God's call from the familiar to the unfamiliar. He left everything he knew for a place unknown to him. When have you taken a similar journey? For example, perhaps you have journeyed to a new school, a new neighborhood, or another part of the country or world. This journey may have been as simple as going to camp for the first time or staying in a new place due to a family emergency. Write down at least one of these journeys from the familiar to the unfamiliar.

3. Ask the students to hand their cards to you. When you have collected them, redistribute them randomly to each student and remind the students that our journeys in life are also undertaken in faith, just as Abraham's was. Then ask each of the students to read the responses on the first card.

4. Instruct the students with these or similar words for the second card:

- Moses journeyed from slavery to freedom, and he took his people with him. We too have many opportunities in our lives to journey from slavery to freedom. Think of such a journey you may have taken. For example, perhaps you have overcome an obstacle in your life that prevented you from moving forward. Perhaps you have overcome a fear, like the fear of swimming or the fear of talking to new people you meet. What journey have you made from the slavery of a circumstance that was pulling you down, to freedom from that situation? Write down at least one time in which you journeyed from slavery to freedom.

5. Again, ask the students to hand in their cards, and redistribute them randomly to each student. Before you ask the students to read the responses, remind them that, like Moses, we seek freedom from slavery in our own lives, and we pray for those bound by slavery in whatever form it takes. Then ask the students to read the responses.

6. Instruct the students in these or similar words for the third card:

- To be a prophet in our time, even without words, is to choose good over evil. These decisions may be small or great, but when we choose good over evil, we are following in the footsteps of the prophets who urged God's people to be true to him and to the covenant. Think of some ways, large or small, that you choose good over evil. It could be in your family life . . . not escalating a minor quarrel or giving your time to help out at home. It could be with friends . . . just saying "No, thanks," when others in your group are asking you to participate in something you are uncomfortable with. It could be times when you simply avoid situations that you know will lead to trouble. Write down at least one way in which you have chosen good over evil.

7. Ask the students to write their response and then hand their card to you. Redistribute the cards, and then ask the students to read the responses on the third card.

8. For the fourth card, instruct the students in these or similar words:

- Jesus journeyed from death to life, and his journey gives us hope. We participate in his journey at every Eucharist, when he incorporates us into himself with his very Body and Blood. We also participate in the death and life of Jesus when, like him, we give up our lives for others, even in small ways. When have you given up your life for another, even in a small way? Perhaps you have participated in a service project or worked for a worthy cause. Maybe you have shown love and concern to someone who was feeling forgotten or neglected. You might have been helpful to someone and cheerful even when you didn't feel like it. These little ways of "dying" are also little ways of "rising" to a new life of peace and joy for others, which always comes back into our own lives. Write down at least one way you have died and risen with Jesus, even in a little way.

9. Ask the students to hand in their cards, and then redistribute them, asking the students to share what has been written on the fourth card. You may want to discuss some of the journeys and responses if the students seem interested.

10. Close with this or a similar prayer:

- Lord Jesus, you are the center of history. You are the center of my life and the center of my personal salvation history. Keep the "big picture" of my faith before my eyes: that you have come to tell me how much God loves me, beyond death and toward fullness of life, here and for all eternity. Amen.

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## Core Activity Extension



### The Old Testament and the Gospel of Matthew

1. Ask the students to read carefully the first paragraph under “The Life of Jesus Christ,” on pages 38–39 of *The Catholic Faith Handbook for Youth, Third Edition (CFH)*. Distribute a copy of the handout “The Old Testament and the Gospel of Matthew” (Document #: TX003173) and a Bible to each student.
2. Divide the class into three groups, number the groups, and point out each small group’s assigned passages on the handout. Ask each group to find and read their assigned passages, and then fill in the right-hand column with a one-sentence explanation of that passage.
3. Invite each small group to report their responses to the class. You may wish to have the entire group find each passage and write down the one-sentence response given by the group that originally found the passage.

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## Additional Activities

### Bible Shuffle

1. To prepare for this overview activity, gather eight index cards and a roll of masking tape. On each card, write the name of one of the key sections of the Bible (The Pentateuch, The Historical Books, The Wisdom Books, and so on) from both the Old Testament and the New Testament. (See page 42 of the *CFH* for a list of these sections.)
2. Shuffle the cards and distribute them among the students. You may want to group the students into pairs or teams. Give the students about 10 minutes to study the list of the sections of the Bible that appears on page 42 of the *CFH*. Then direct them to close their books.
3. Call the students, team-by-team or individually, and instruct them to attach a piece of masking tape to each card and then hang the card, in the correct order, on the wall or board. As teams place their cards, they may also correct the placement of previous cards.
4. Continually check the order of the cards, and call students forward until all corrections have been made. When the correct order of the sections is achieved, leave the cards up for reference (or bring them in for each session on the Bible and hang them up).

## Bible Scavenger Hunt



Distribute copies of the handout “Bible Scavenger Hunt” (Document #: TX003174) to the students. You may want to assign partners so that students can help each other, or you may want to make this a game with a competitive dimension by challenging the students to finish the handout as quickly as possible. Have a small prize ready for the winner (perhaps a holy card or icon card—two or more if there is a tie or if you choose to give recognition to first-, second-, and third-place finishers). The handout uses the New Revised Standard Version of the Bible, Catholic edition. If your class is using another translation, you may wish to alter the handout accordingly.

**Answers:** (1) Caleb; (2) know; (3) sight; (4) thunder; (5) understanding; (6) recovery, healing; (7) God; (8) Galilee; (9) lampstand; (10) Lord, Messiah; (11) children; (12) despise

## Scripture in the Mass

1. For this activity each student will need a Bible, a highlighter pen, and an old missalette from a previous season.



2. Distribute a copy of the handout “Scripture in the Mass” (Document #: TX003175) to each student, along with a Bible, a missalette, and a highlighter pen. Ask the students to find each Scripture citation in their Bibles. (You may want to form the students into small groups and give each group a separate section of the Mass.) Then have the students find the same or similar words in the words of the Mass in the missalette. Ask them to write the words from Scripture found in the Mass on the line next to the Scripture reference. In the missalette, ask them to highlight the scriptural words and write the Scripture citation above the words.

3. When the students have finished, they will have a “scriptural missal” as a reminder that we hear the Word of God not only in the longer readings from Scripture (readings from the Old Testament, the New Testament, and the Gospels) but all during the Mass.

**Note:** The newsletters from the USCCB Office of Divine Worship cited on the handout can be found online at [www.usccb.org/about/divine-worship/newsletter/](http://www.usccb.org/about/divine-worship/newsletter/). If your students have access to the Internet, you may invite them to use these newsletters as an additional resource.