

LET'S DIVE INTO
CONNECT!

BRINGING FAITH TO LIFE

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Welcome to *Connect! Bringing Faith to Life*

This three-year program invites sixth, seventh, and eighth graders to explore the Catholic faith and make important connections to their lives.

Each year of the program engages the students in an exploration of all four pillars of faith (The Creed, Liturgy and Sacraments, Christian Morality and Justice, and Prayer) as well as the Bible. The lessons based on the different pillars of faith make up most of the program and cover the fifty chapters in the *Connect!* student book.

The Bible-focused lessons found in each year invite the students to study key themes and passages, using a Bible as the primary student text. The students will not simply read about the Bible. They will read the Bible itself.

The third year of *Connect!* adds seven weeks of focused study about Church history. The students access the content for this study in a separate student book created just for this topic. The Church History student book offers an overview of the life of the Church from its early formation to today.

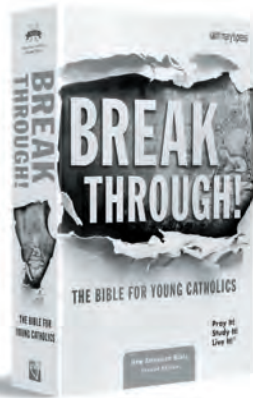
Program Components



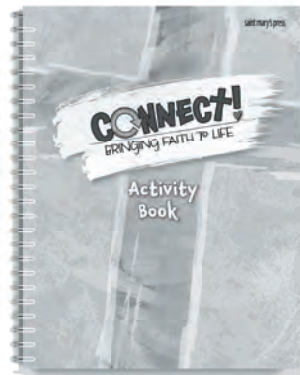
Connect! Student Book



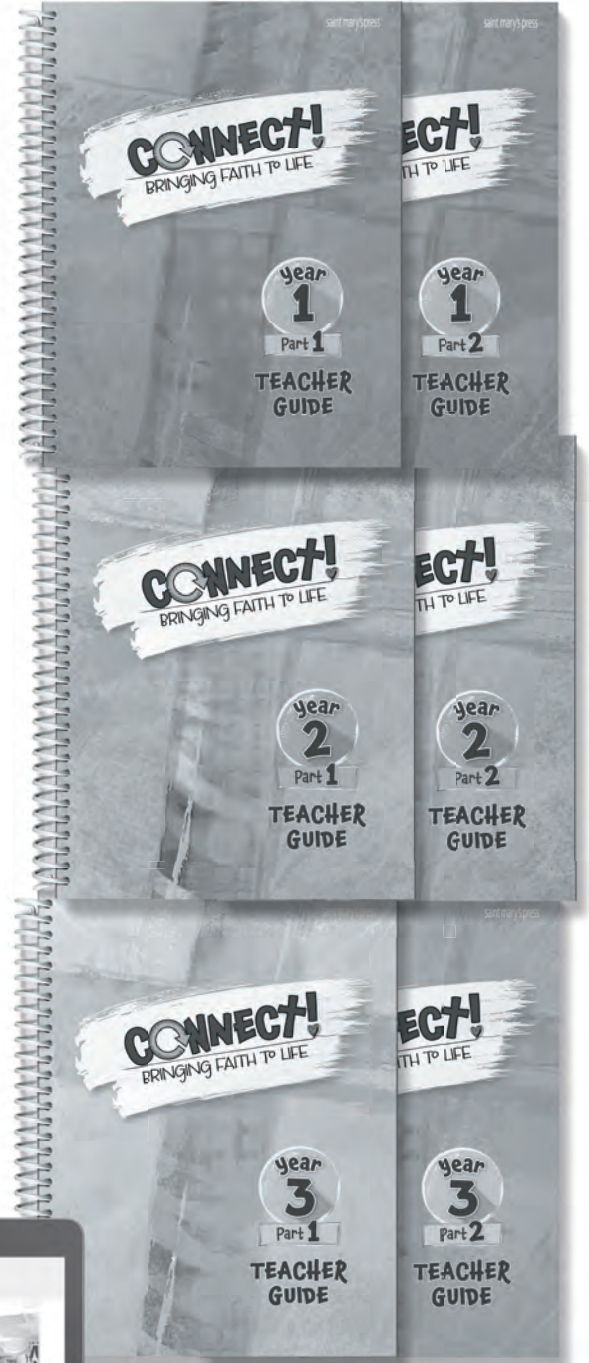
Church History Student Book



Breakthrough! The Bible for Young Catholics, NABRE



Activity Book



Teacher Guides



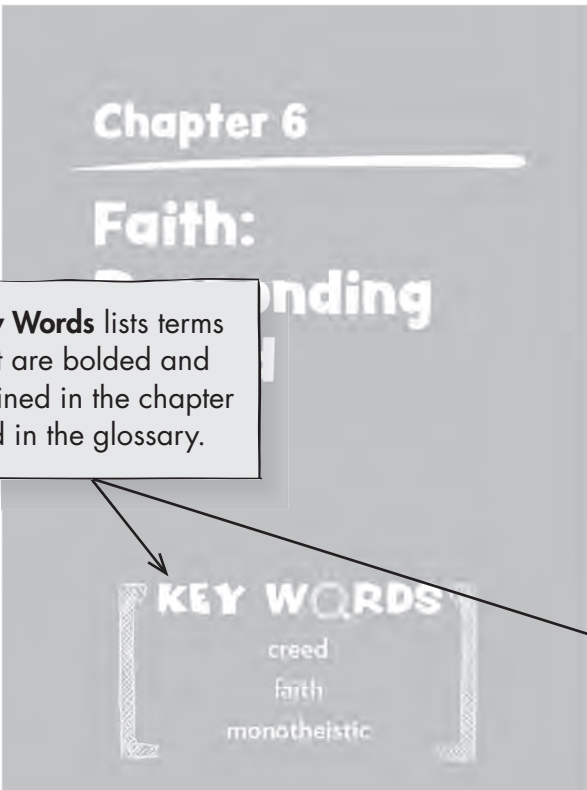
Online Resources



eLearning Lessons

Overview of Components

Connect! Student Book



Key Words lists terms that are bolded and defined in the chapter and in the glossary.

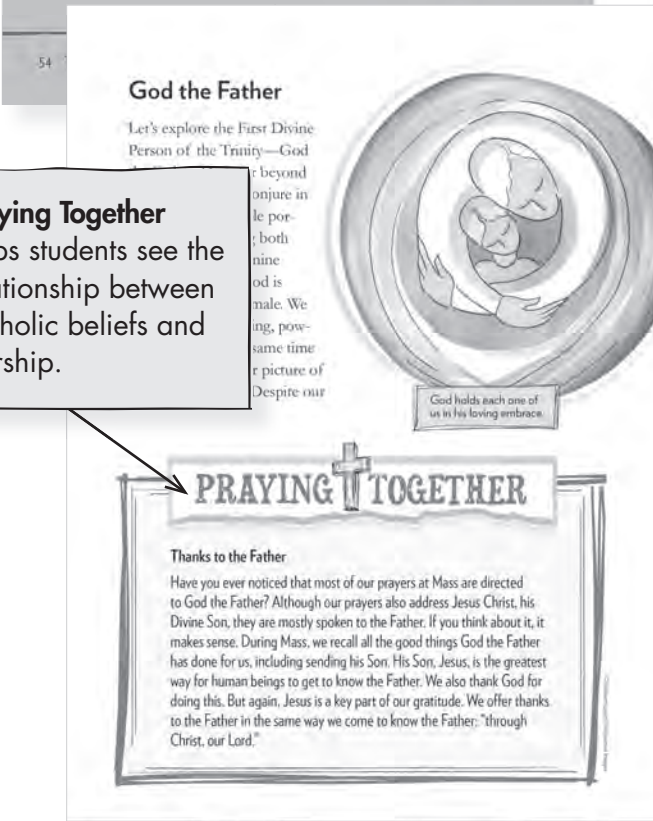
Often people say you need to have faith. They might say, "Keep the faith" or "Have faith in God." Has anyone ever asked if you have faith in God? Have you ever considered what your response would be? Maybe your first thought was, "Yes, of course I do!" Maybe this is the first time you have ever thought about it, so you do not have a quick answer. Maybe you are just not sure what you believe. Just considering the question is one of the first steps of faith. This chapter looks into what having faith means. Afterward, you may realize you have more faith than you thought you did.

What Is Faith?

Throughout history, God has called upon people to follow his will. Faith is the way people respond to God's call. On a simple level, faith means a

KEY WORD
Faith — Believing and accepting that God made himself known to us through his words and actions, especially through Jesus Christ. It is accepting God's truth with our minds and allowing it to guide our entire lives.

Connect with God offers a short prayer for students to pray alone or together as a group.



Praying Together helps students see the relationship between Catholic beliefs and worship.



limited understanding of God, we know and profess in faith through our Creed that God the Father is maker of "all things visible and invisible," the Creator of Heaven and Earth.

Jesus called God "Father," and we do the same. In calling God "Father," Jesus expresses his unique relationship with him: "All things have been handed over to me by my Father. No one knows the Son except the Father, and no one knows the Father, and no one knows the Son except the one to whom the Son wishes to reveal himself."

God the Father is most certainly a divine person, unlike us, he is not a human being. Though it is important to note this difference between us and God, let us remind ourselves that God's ways are not our ways.

KEY WORD
Abba — The Aramaic word for father.

Check This Out! provides a more in-depth exploration of topics related to the chapter.

Good to Know provides instructive and engaging information.

Third, events in the Gospels often prefigure or make perfect events that happened earlier in the Old Testament. Chapter 6 of John's Gospel, for instance, recalls how God provided a kind of bread for his people in the desert so they wouldn't die (see Exodus, chapter 16). Then Jesus reveals that he is the perfect Bread from Heaven that gives eternal life to everyone who believes in him.

Fourth, we do not have to figure out everything ourselves. Many Bibles have helpful notes and comments. Thoughtful Christians have written many commentaries on the Gospels.

good to KNOW

We now have printers and other technology that can reproduce text easily. But before the 1400s, even printing presses didn't exist. Trained people—usually monks and nuns in monasteries—made new copies of the Bible by copying the Scriptures by hand.

What Do You Think? reflects on a topic and provides a question for discussion in class or at home.

followed, the Apostles. Our bishops have the full power and responsibility to explain Sacred Scripture and Sacred Tradition. But the Church also urges all of us to study and think about Jesus. If we ask in prayer, the Holy Spirit will guide us in our reading.

Reading the Gospels has changed lives. Missionaries have risked their own safety to bring the Good News to those who have not heard. Others have made the lives of those around their homes much better by their Gospel-inspired words and deeds.

If you want to make a difference in the world, try reading the Gospels. You will meet unforgettable, real people like Mary, the Mother of God; Joseph; Peter; James; and John. Above all, you will get to know Jesus. He will enlighten, challenge, encourage, comfort, and amaze you. He will become your hero and ideal. He will make you truly happy in this life and the next.



"Go into the whole world and proclaim the gospel to every creature" (Mark 16:15). Imagine that Christ has just given this mission to you and your friends. Even though you don't have a lot of money or friends in important places or much experience in speaking to other people, you know you want to accept the mission. How would you go about spreading Jesus' teachings to all people? What first steps would you take? How far would you try to spread the message? Through what means would you do so?

LIVING the GOSPEL

How to Read Scripture

God speaks to us personally in Sacred Scripture. We read Scripture to understand God's will for our lives. So, how can we get the most out of reading from Scripture, especially the Gospels?

First, we can ask the Holy Spirit to help us understand and live the Gospel message.

Second, we can read intentionally and carefully. We can imagine the people and events and even "make a movie" of them in our minds.

Third, we can pause to think about what we have read and how we can apply it to our own lives. How does the Holy Spirit encourage, teach, correct, challenge, comfort, or inspire us in this passage?

This way of reading and reflecting on Scripture can yield big insights. Of course, that will not always be the case, but if you keep trying with faith, the fruits will surely be great.

Living the Gospel suggests ways students can put their faith into action.

roots of faith

The Church and Other Religions

The Declaration on the Relation of the Church to Non-Christian Religions is one of the final documents the Second Vatican Council approved in the 1960s. The document marks a special moment in the Church's history with other religions, including Judaism. It rejects attitudes of contempt for Judaism and the Jewish people, and it rejects anti-Semitic (anti-Jewish) teachings. The Jewish faith, unlike other non-Christian religions, is a response to God's Revelation in the Old Testament. The Church has a profound love and respect for the Jews. While the Church deeply respects other religions, it emphasizes that we can know the fullness of God's Revelation only through the Catholic Church. This does not mean that those who follow other religions are barred from eternal life with God. Many people are not Christian but seek God with sincere hearts. People who try to do God's will, even if they do not know Jesus Christ or his Church through no fault of their own, may also achieve eternal friendship with God, or salvation.

Roots of Faith provides historical insights into Catholic beliefs and practices.

People of Faith offers background on twenty-five of the many people who have strengthened the Church and inspired others with their faith.

PEOPLE of FAITH

Saint

CATHERINE OF SIENA

Catherine was born in 1347, in Siena, Italy, the twenty-fourth child born to her parents. Having experienced visions of Christ as a young child, she wanted to dedicate her life to Christ. Catherine loved the Church deeply, and she became known for her teaching and writing. She served people who were poor and sick. She ministered to people in prison and those suffering during the plague of 1374. During the papacy of Urban VI, the Church was in chaos and disarray. Urban was power hungry. The cardinals, recognizing their mistake in electing him, elected another pope. However, Urban refused to give up the papacy, so the Church had two rival popes. Catherine suffered, seeing the Church suffer. She prayed that her sufferings might heal this serious rift in the Church.

In 1380, Catherine collapsed from exhaustion and a practice of extreme fasting. Within months she was dead. At her death, the marks of stigmata (the wounds of Jesus) were seen on her body. Catherine is also known for her writings on the spiritual life. She was canonized and was the first layperson named a Doctor of the Church. Saint Catherine's feast day is celebrated on April 29.



Church History Student Book

The **Church History** student book is structured in the same way and with the same features as the *Connect!* student book.

Chapter 1

The Early Church

KEY WORDS

deacon
Ecumenical Council
Gentiles

6 Chapter 1

Rationalists also believed that the same universal laws could be applied to human behavior. If human beings operated by natural laws, rationalists argued, then people did not need the guidance of the Bible or the Church. Truth and moral law would come from natural laws. Therefore, people could guide their own behavior without help from a divine authority.

Empiricism was another philosophical movement of the 1700s. Empiricists believed that all knowledge came through the human senses and experience. In other words, everything people knew about the world, they knew by observing, hearing, tasting, touching, and smelling. Some empiricists thought certain Christian beliefs could be proven by human experience. For example, John Locke tried to prove that God exists as Creator based on observing the order of the universe. Many empiricists, however, denied any belief or knowledge based on faith. They used empiricism to try to prove that God did not exist. Some philosophers tried to use Newton's scientific findings to show that the universe operated like a machine; that is, it operated by its own natural laws not by a divine being's



empiricism → A philosophy claiming that all knowledge comes through the human senses and experience.

good to know

Did you know the father of the big bang theory was a Catholic priest? His name was Fr. Georges Lemaitre (1894–1966) of Belgium. As a young priest, he earned his doctorate in physics from the Massachusetts Institute of Technology. He was also president of the Pontifical Academy of Sciences from 1960 until he died in 1966. In 1928, Lemaitre published a paper in which he argued that the physical universe was originally a single particle that exploded and expanded into the universe.

If you listen for news about the Church in the world today, it can seem like there are two groups of Christians: One group of Christians, like those who live in the United States, are allowed to practice their religion peacefully, bringing God's love into their families, workplaces, and civic institutions. But another group of Christians, like those living in the Middle East and in some African and Asian countries, are persecuted and even killed for believing in Jesus Christ. The Catholic Church estimates that more than one hundred thousand Christians are killed violently every year.

This is not something new. It was like this for the first Christians in the years after Christ ascended into Heaven. At some times and places, Christians lived peacefully with their neighbors and witnessed to their faith in Christ and God's love. At other times and places, Christians were persecuted and sometimes killed because of their faith. Their lives remind us that following Jesus Christ and living as he taught us to live will sometimes cause conflict with people who do not believe. Yet the witness of the early Christians, even amid persecution, was also responsible for the amazing growth of the Church during that time.

CONNECT with GOD

Thank you, God, for the Church.

Thank you for this community of believers in which we learn to follow your Son through the guidance of the Holy Spirit.

May we strengthen one another in faith and share our faith with others, even when we are met with ridicule, hardship, or persecution. Amen.

guidance. These empiricists believed that science and religious faith were totally at odds with each other.

But is religion really at odds with science? During the Age of Reason, the Church was suspicious of scientific theories that seemed to contradict the Bible. For example, in the 1600s, the astronomer Galileo Galilei published his work saying the Earth revolves around the sun. The idea that the sun rotated around the Earth, however, had been accepted by the ancient Greeks. The Creation accounts in Genesis also seemed to support the theory that the sun rotates around the Earth. So the Pope had Galileo put under house arrest for suggesting the Bible was wrong. Today, we understand that different passages of the Bible are written in different genres. The Bible expresses the truth of what we need to know for our salvation. It does not need to be scientifically accurate to accomplish this purpose.

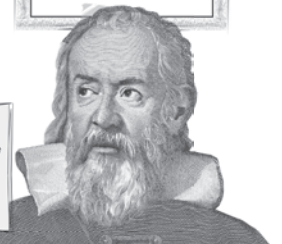
Galileo Galilei was an astronomer who discovered that the Earth revolved around the sun and not the other way around. Galileo's writings were condemned by the Church, and he was put under house arrest. The Church later expressed regret for these actions.



WHAT DO YOU THINK?

We can learn about God in many ways. The Church says it is important to use our reason—such as observation and logic—as well as faith to learn about God and grow closer to him.

What are some ways you use reason to learn about God? How do you learn about God through faith? Take some time to think about how your reason and faith work together to help you know God better.



Teacher Guides

The **Chapter Summary** provides a concise explanation of the content covered in the chapter.

Background for the Teacher offers a point of reflection on a topic related to the chapter.

The **Chapter-at-a-Glance** page lists core understandings and highlights key information to aid planning.

8 Revelation, Scripture, and Tradition

Chapter 1

Chapter Summary

"God is love" (1 John 4:8), and love is meant to be revealed. God chooses to reveal God's very life, love, and plan for humanity to us. We call God's sharing of his life, love, and plan Divine Revelation. God has chosen to communicate his Revelation through Sacred Scripture and Sacred Tradition. These together make up the single sacred Deposit of the Word of God, preserved, protected, and passed down through the Church for the sake of the world.

Background for the Teacher

When you hear "God's Word" or "Word of God," what first comes to mind for you? For many people, it is the Bible. Sacred Scripture is a key mode of God's Revelation, but the Bible is not in itself, or solely, God's Word. Help the students see that like a two-drawer filing cabinet, Scripture is only one part of the sacred Deposit of Faith!

Jesus himself is the *Eternal Word of God* (see John, chapter 1), and the Word has made the Father known to humanity by the power of the Holy Spirit from the very beginning of time. Emphasize to the students that when discussing "the Word," we're ultimately referring to Jesus as revealed in Sacred Tradition and in Sacred Scripture. Both Tradition and Scripture are essential parts of God's Revelation to humanity. The Church preserves, protects, interprets, and communicates this Good News with the whole world in every generation. This is primarily the role of the Apostles and their successors, the popes and bishops of the Church, and we have the great joy of sharing their work.

Also emphasize that because we are human, we cannot expect to fully know God in this life. But as we live our life, we come to know God more and more until we come to fully know him in Heaven. This year will be a part of that very important journey toward God for the students, and you will be their guide.

Teacher's Prayer

Good and gracious God, open my eyes to your grace, love, and presence in my life and in the students lives. Give me the grace to be a faithful witness to your existence, eternal truth, and loving kindness. Continue to reveal yourself to me that they might know you through me. Amen.

Teaching Tip

It is important to properly introduce the concept of mystery when talking about God. God is beyond our complete comprehension, but he is not unknowable. Help the students see that it's okay to be awestruck and filled with wonder with regard to God. It's okay for us not to have all the answers right now. God continues to draw us close to himself and reveal himself to us. Invite the students to be open to what God is revealing to them as they learn more about what God has revealed to the Church.

Revelation, Scripture, and Tradition 9

Chapter 1

Chapter at a Glance
Core Text: Student Book

Core Understandings

1. Out of love, God reveals himself and his plan for humanity in two main ways: through Sacred Scripture and Sacred Tradition.
2. The seventy-three books that make up our Sacred Scripture are the Word of God, whereby human authors were inspired by the Holy Spirit to share the truths that will bring us our salvation.
3. Sacred Tradition consists of those truths that will bring us our salvation and that have been handed down to us over the centuries through the Church under the guidance of the Holy Spirit.
4. Although God has made himself known to us, our human understanding cannot completely grasp him.

Catechism Pillar

- The Creed

Catechism Connection

- Paragraphs 31–43, 50–141 (The Revelation of God)

Key Scripture Passages

- Genesis 1:1–2:4
- Genesis 2:5–25
- 1 Samuel 3:1–10
- Job, chapter 38

Prayer Suggestions

- **Prayer:** Good and gracious God, in your great love, you shared your life with humanity. You made yourself known to us that we might come to know, love, and serve you in return. Help us, Lord, to desire you above all things, to value you more than silver or gold, to make your friendship our heart's one and only desire. We ask this through Christ our Lord. Amen.
- **Scripture Reading:** 1 John 4:7–12
- **Student Book:** "Connect with God," page 9
- **Music:** "God of Wonders," by Third Day, available on YouTube

Key Words

- Gospels
- Revelation
- Sacred Scripture
- Sacred Tradition

Chapter Project

- "Getting to Know Others," page 26

The **Teacher's Prayer** can be prayed before preparing for or teaching each chapter.

Teaching Tip offers suggestions or points of consideration for the chapter's lessons.

The **day overview** notes the content covered in the lesson, the core understanding emphasized, and any materials needed.

Each lesson follows the same format: **Opening Prayer, Engage Activity, Core Content, Core Learning Activity, Comprehension Checkpoint, and Closing Prayer.**

10 Revelation, Scripture, and Tradition

Chapter 1

DAY 1

Student Book
Introduction and "Revelation," pages 9–12

Core Understanding
Out of love, God reveals himself and his plan for humanity in two main ways: through Sacred Scripture and Sacred Tradition.

Materials Needed

- copies of the handout "Chapter 1 Reading Guide," pages 27–28, one for each student (optional)
- digital presentation tools (optional)

Opening Prayer (5 minutes)

Begin with this prayer, or choose from among the prayer suggestions on page 9:

- God, in your great love for humanity, you revealed yourself to past generations. Make yourself known to us today. Open our eyes to your constant loving presence all around us at every moment. We ask this in the name of your Son, our Lord, Jesus Christ. Amen.

Engage Activity (5 minutes)

1. **Engage** the students' experience with this challenge, using these or similar words:
 - I'd like you to think of a time when you really wanted to be friends with someone, or someone really wanted to be friends with you, and later you actually did become friends. Consider how that friendship got going and eventually developed.
2. **Invite** two or three volunteers to share how their friendships developed. Add comments that help the students see that relationships develop because people are intentional about wanting to be friends and make themselves known—and so it is with God.

Optional Activity: "Who Am I?" (20 minutes), page 22

Core Content (10 minutes)

Review pages 9–12 in the student book, using one of the following options or another one of your choosing:

- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section "Introduction and Revelation" on the handout "Chapter 1 Reading Guide," or use the handout as a homework assignment or as a review at the end of the week. Collect and grade the handout at the end of the week.

Handout icons provide a visual cue whenever a lesson uses a handout.

Optional Activities provide ways to adapt or extend lessons and can be found at the end of each chapter.

Revelation, Scripture, and Tradition 11

Chapter 1

- **Presentation Option:** Give a short presentation covering the following key points:
 1. Throughout all of history, God has made himself known to human beings in a number of ways: through creation, through the Church, through our conscience, through friends and family. He continues to do so today.
 2. God makes himself known to us because he loves us.
 3. What God has made known about himself and his plan for humanity is called Revelation.
 4. Revelation is communicated in two main ways: Sacred Scripture and Sacred Tradition.

Core Learning Activity (20 minutes)

Revelation A to Z

Objective: To become aware of the variety of ways God reveals himself to us.

1. **Introduce** the activity in these or similar words:

- Several stories in the Gospels are about blindness and learning to see. These stories aren't just about seeing the things around us but also about seeing God present and working in the people, events, and things that fill our lives. This is sometimes called seeing with the eyes of faith. We are going to conduct a little activity to practice how well we can see with the eyes of faith.

12 Revelation, Scripture, and Tradition

Chapter 1

4. **Direct** each group to choose a recorder. The recorder should write down the six or seven letters they have been assigned on the left side of a sheet of paper. Direct their attention to the categories you have displayed. Tell the groups to come up with six or seven names of things that start with their assigned letters. These things must reveal God or something about God and can come from any of the five categories you have displayed. The recorder should then write the names of these things beside each letter on their paper. The groups must be prepared to explain to the entire class how each of these things is a revelation of God. For an extra challenge, they should include one example from each category in their list of things.
5. **Ask** the groups to share their lists, starting with the group or groups that have the letters A to F. When it is not clear or obvious how a particular thing may reveal something about God, ask the group to explain.
6. **Conclude** by emphasizing that signs of God's love and presence are all around us if we can see with the eyes of faith. Their groups' lists are examples of this truth.

Teaching Tip

Consider displaying the groups' lists in your classroom for the rest of the week to remind the students of the many ways God reveals himself to us. If there is time, the students could decorate or illustrate their lists.

Digital Option: Have the students prepare their lists using digital presentation tools. Each letter and its corresponding thing can be presented on a separate slide. The students can search online for appropriate images to illustrate the slides. The groups' presentations can then be combined to create one presentation for the entire alphabet.

Comprehension Checkpoint (5 minutes)

Ask the students to each write a short answer to the following prompt:

- Write down two or three examples of how God continues to reveal himself to the world today.

Assessment Opportunity: Collect the papers for credit or grading.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 9.

Icons also provide visual cues when lessons provide assessment opportunities, cross-curricular opportunities, video options, and digital options.

Optional Activities are offered at the end of each chapter, providing ways to adapt or extend lessons.

50 God the Father

Optional Activities

DAY 1

A Picture of God (20 minutes)

Objective: To enable the students to concretize their "picture" or impression of a God who cannot be pictured, and to emphasize Jesus' role in helping us to discover who God is.

1. Explain in these or similar words:

- No one knows what God looks like. Only the Son of God, Jesus Christ, became human and had a human face. God is Divine Being and is Pure Spirit. Some artists have portrayed God as an old man, but God is not affected by time. But there is one way we can express who God is to us, and that is through prayer and art. When we combine prayer and art, the Holy Spirit can help us channel our creativity so that we can make our own "picture of God." What is your picture of God?

See "Good to Know" on page 24 in the student book. You might want to note that the Israelites often pictured God in a cloud.

2. Distribute the art paper and the art supplies you have chosen. Announce a moment of silence, and then lead the group in the Lord's Prayer.

3. Invite the students to observe these three rules in creating their pictures of God:

- Do not copy or imitate another painting you have seen.
- Be prepared to explain your drawing or painting.
- Use color and abstract shapes.

4. Ask volunteers to share their pictures of God. Draw out the meanings of their pictures by asking questions like:

- Why did you choose these colors?
- Are you in this picture anywhere?
- If you could be in this picture, where would you be? What would you say to God?

5. Conclude by reminding the students that we are grateful to Jesus Christ for coming among us and telling us who God is by showing us how much God loves us. Because each of us is a unique person, each of us has a unique relationship with God. We can all know God in our own way.

Assessment Opportunity: Collect the papers for credit or grading.

Chapter 2

God the Father 51

DAY 2

We Share the Love of the Trinity (20 minutes)

Objective: To emphasize that through Baptism we are made part of the Trinity through Jesus Christ, and our call as Christians is to share the love of the Trinity with others.

1. Ask the students to read "Living the Gospel" on page 25 in the student book. Note that often God loves and cares for us through the love and care of others.

2. Explain in these or similar words:

- When we are baptized, we are invited into the relationship of love that the Trinity shares with us. When two people share with each other at a deep level, in marriage or friendship, a great love springs up between them. This is what happens between the Father and the Son. The Holy Spirit is the spirit of love that unites them and all of us with them. The Trinity is a great Mystery, and we are part of it! At Mass, during the Sign of Peace, we share Christ's peace with one another by shaking hands. This is really a symbolic way of sharing God's peace and love with others. When we treat others with kindness, we are sharing the love of the Trinity. Let's make a symbol of this Trinitarian love right now.

3. Ask the students to form a large circle. Take one piece of candy from your bag. Explain to the students that you will give this piece of candy to someone and will say some special words. (Note: When you give this piece of candy, say these words: "May the love of God, the Father, the Son, and the Holy Spirit be with you always.") The student who receives the candy is to say, "Amen," repeat the words to the next person, and pass along the candy. The next person does the same, saying "Amen" and passing the candy to the next person. Give out a second piece of candy, a third, and so on, to different students, for as many students as are present. This pattern continues until everyone has a piece of candy. When the last person in the circle receives a piece of candy, they hang onto it. Ask the students to wait until everyone has a piece so you can eat the candy together. *Optional:* Finish this "circle of love" by extending a handshake of peace around the circle in the same way.

4. Conclude by asking the following or similar questions:

- In our everyday lives, how do we treat the people we meet?
- Do we share the love of God with them in any way? Does this sharing have to be a concrete gift, like candy?
- What does God's love look like in your age-group?
- A Native American saying goes, "I cannot criticize someone until I have walked a mile in his moccasins." How can you put yourself into the "shoes" of another? Why is this a good thing to do?

Chapter 2

26 *Revelation, Scripture, and Tradition*

Chapter Project

Getting to Know Others

Objective: To allow the students to build relationships and allow another person to be "revealed" to them.

Materials Needed:

- digital presentation tools (optional)

1. Explain to the students at the beginning of the week that they will be doing a service project called "Getting to Know Others." Ask the students to each visit and interview an older person. For example, they may visit an elderly home or interview an elderly relative. They are to ask questions about that person's life: their childhood, adult life, children, grandchildren, places they traveled, their understanding of God, lived through wars, service to country and local community, and so on. The students must keep notes on what their person tells them. Remind them that the person will be revealing themselves to them; this is a holy moment, and they should treat the person with great respect. They might take a picture of the person to use with their report.

2. Provide some way for the students to report at the end of the week or the following week what they learned about the person they interviewed. This could be through a written report, a poster with highlights, a digital presentation, and so on.

3. Ask the following questions after their reports:

- How can getting to know another person deeply also reveal God to us?
- How is getting to know another person deeply like getting to know God? How is it different from knowing God?

The **Chapter Project** is an optional activity that students can work on throughout the week.

Activity Book

The **activity book** offers two activities to supplement each chapter in the *Connect!* student book. These activities can be incorporated into the lessons in a variety of ways.

Year 1
1A

Revelation


Thoughtfully and reflectively respond to the following questions.

Think about the events of a typical day for you—your classes in school, sports or other activities you participate in, and time with family and friends. How do you experience the presence of God in your day?

Describe how your own artistic depiction of Creation would look. What elements would you include to convey God's power?

Choose one of the elements you selected, and explain how it conveys God's power.

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8

Year 1
1B


Scripture and Tradition

Complete the following sentences, and then find each answer in the word search below. Words can appear in any direction.

- The part of the Mass in which we hear readings about what God has done for our salvation is the Liturgy of the _____.
- The _____ is another name for Sacred Scripture.
- The Bible's authors were guided by the _____ to record without error what God wants us to know for our salvation.
- At the Council of Trent, the bishops made clear that both _____ and _____ are necessary for our salvation.
- The Bible contains the forty-six books of the _____ and the twenty-seven books of the _____.
- God's Revelation is complete in _____.
- In _____, we are called to be prophets by sharing God's Word with others in our words and actions.

N O I T I D A R T T T E
 G L T P N S H Y D E N L
 K D S I Q R T V W R E B
 K T I U U L I F O U M I
 Y E R M Y F R A R T A B
 P S H S W J I Q D P T O
 O T C I D C P S X I S L
 O A S T F O S B E R E N
 H M U P K O Y V J C T H
 V E S A F O L W W S W E
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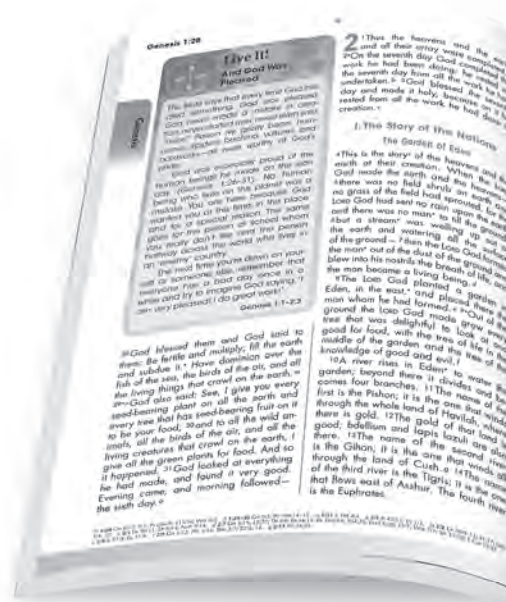
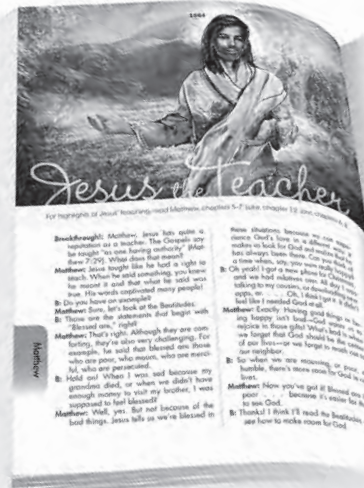
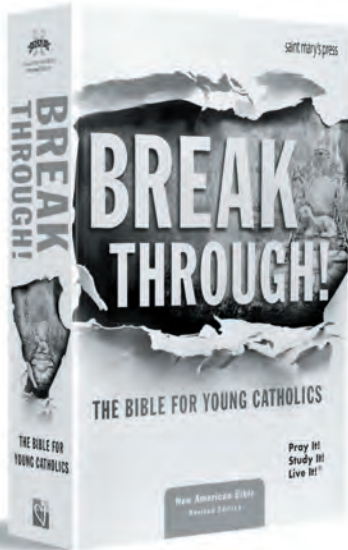
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9

Bible

Students will get the most from the lessons if they have their own Bible. The program works best with the *New American Bible Revised Edition (NABRE)*. The NABRE translation of **Breakthrough! The Bible for Young Catholics** (Winona, MN: Saint Mary's Press, 2016) is highly suggested for use with this program as it was developed specifically for adolescents and can enhance the study of Scripture with its special features.



Online Resources

Online resources specific to each teacher guide can be found at www.smp.org/connect_school.

These resources include:

- a scope-and-sequence chart
- a downloadable version of the teacher guide
- handouts, quizzes, and tests for downloading and customizing
- presentations you can use to introduce and review the chapter content
- additional lesson plans on life issues for young people
- web links to recommended digital media



eLearning Lessons



Interactive **eLearning lessons** provide a digital learning option for the classroom or at home.

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Chapter 1

Revelation, Scripture, and Tradition

Chapter Summary

“God is love” (1 John 4:8), and love is meant to be revealed. God chooses to reveal God’s very life, love, and plan for humanity to us. We call God’s sharing of his life, love, and plan Divine Revelation. God has chosen to communicate his Revelation through Sacred Scripture and Sacred Tradition. These together make up the single sacred Deposit of the Word of God, preserved, protected, and passed down through the Church for the sake of the world.

Background for the Teacher

When you hear “God’s Word” or “Word of God,” what first comes to mind for you? For many people, it is the Bible. Sacred Scripture is a key mode of God’s Revelation, but the Bible is not in itself, or solely, God’s Word. Help the students see that like a two-drawer filing cabinet, Scripture is only one part of the sacred Deposit of Faith!

Jesus himself is the *Eternal Word* of God (see John, chapter 1), and the Word has made the Father known to humanity by the power of the Holy Spirit from the very beginning of time. Emphasize to the students that when discussing “the Word,” we’re ultimately referring to Jesus as revealed in Sacred Tradition and in Sacred Scripture. Both Tradition and Scripture are essential parts of God’s Revelation to humanity. The Church preserves, protects, interprets, and communicates this Good News with the whole world in every generation. This is primarily the role of the Apostles and their successors, the popes and bishops of the Church, and we have the great joy of sharing their work.

Also emphasize that because we are human, we cannot expect to fully know God in this life. But as we live our life, we come to know God more and more until we come to fully know him in Heaven. This year will be a part of that very important journey toward God for the students, and you will be their guide.

Teacher’s Prayer

Good and gracious God, open my eyes to your grace, love, and presence in my life and in the students lives. Give me the grace to be a faithful witness to your existence, eternal truth, and loving kindness. Continue to reveal yourself to me that they might know you through me. Amen.

Teaching Tip

It is important to properly introduce the concept of mystery when talking about God. God is beyond our complete comprehension, but he is not unknowable. Help the students see that it’s okay to be awestruck and filled with wonder with regard to God. It’s okay for us not to have all the answers right now. God continues to draw us close to himself and reveal himself to us. Invite the students to be open to what God is revealing to them as they learn more about what God has revealed to the Church.

Chapter at a Glance

Core Text: Student Book

Core Understandings

1. Out of love, God reveals himself and his plan for humanity in two main ways: through Sacred Scripture and Sacred Tradition.
2. The seventy-three books that make up our Sacred Scripture are the Word of God, whereby human authors were inspired by the Holy Spirit to share the truths that will bring us our salvation.
3. Sacred Tradition consists of those truths that will bring us our salvation and that have been handed down to us over the centuries through the Church under the guidance of the Holy Spirit.
4. Although God has made himself known to us, our human understanding cannot completely grasp him.

Catechism Pillar

- The Creed

Catechism Connection

- Paragraphs 31–43, 50–141
(The Revelation of God)

Key Scripture Passages

- Genesis 1:1–2:4
- Genesis 2:5–25
- 1 Samuel 3:1–10
- Job, chapter 38

Key Words

- Gospels
- Revelation
- Sacred Scripture
- Sacred Tradition

Chapter Project

- “Getting to Know Others,” page 26

Prayer Suggestions

- **Prayer:** Good and gracious God, in your great love, you shared your life with humanity. You made yourself known to us that we might come to know, love, and serve you in return. Help us, Lord, to desire you above all things, to value you more than silver or gold, to make your friendship our heart’s one and only desire. We ask this through Christ our Lord. Amen.
- **Scripture Reading:** 1 John 4:7–12
- **Student Book:** “Connect with God,” page 9
- **Music:** “God of Wonders,” by Third Day, available on YouTube

DAY 1

Student Book

Introduction and “Revelation,” pages 9–12

Core Understanding

Out of love, God reveals himself and his plan for humanity in two main ways: through Sacred Scripture and Sacred Tradition.

Materials Needed

- copies of the handout “Chapter 1 Reading Guide,” pages 27–28, one for each student *(optional)*
- digital presentation tools *(optional)*

Opening Prayer (5 minutes)

Begin with this prayer, or choose from among the prayer suggestions on page 9:

- God, in your great love for humanity, you revealed yourself to past generations. Make yourself known to us today. Open our eyes to your constant loving presence all around us at every moment. We ask this in the name of your Son, our Lord, Jesus Christ. Amen.

Engage Activity (5 minutes)

1. **Engage** the students’ experience with this challenge, using these or similar words:
 - I’d like you to think of a time when you really wanted to be friends with someone, or someone really wanted to be friends with you, and later you actually did become friends. Consider how that friendship got going and eventually developed.
2. **Invite** two or three volunteers to share how their friendships developed. Add comments that help the students see that relationships develop because people are intentional about wanting to be friends and make themselves known—and so it is with God.

Optional Activity: “Who Am I?” (20 minutes), page 22

Core Content (10 minutes)

Review pages 9–12 in the student book, using one of the following options or another one of your choosing:



- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section “Introduction and Revelation” on the handout “Chapter 1 Reading Guide,” or use the handout as a homework assignment or as a review at the end of the week. Collect and grade the handout at the end of the week.

- **Presentation Option:** Give a short presentation covering the following key points:
 1. Throughout all of history, God has made himself known to human beings in a number of ways: through creation, through the Church, through our conscience, through friends and family. He continues to do so today.
 2. God makes himself known to us because he loves us.
 3. What God has made known about himself and his plan for humanity is called Revelation.
 4. Revelation is communicated in two main ways: Sacred Scripture and Sacred Tradition.

Core Learning Activity (20 minutes)

Revelation A to Z

Objective: To become aware of the variety of ways God reveals himself to us.

1. **Introduce** the activity in these or similar words:
 - Several stories in the Gospels are about blindness and learning to see. These stories aren't just about seeing the things around us but also about seeing God present and working in the people, events, and things that fill our lives. This is sometimes called seeing with the eyes of faith. We are going to conduct a little activity to practice how well we can see with the eyes of faith.

Teaching Tip

If an example would be helpful to your students, consider reading or paraphrasing an account of Jesus healing a blind person or people (see Luke 18:35–43, Matthew 20:29–34, Mark 10:46–52).

2. **Arrange** the students into either four or eight groups, depending on the size of your class. Each group should have two to four students. Assign each group one of the following groups of alphabet letters. If you have eight groups, you will need to assign each set to two groups.
 - A to F
 - G to L
 - M to S
 - T to Z
3. **Display** the following categories so everyone can see them:
 - Nature
 - Events
 - People
 - Church
 - Scripture

4. **Direct** each group to choose a recorder. The recorder should write down the six or seven letters they have been assigned on the left side of a sheet of paper. Direct their attention to the categories you have displayed. Tell the groups to come up with six or seven names of things that start with their assigned letters. These things must reveal God or something about God and can come from any of the five categories you have displayed. The recorder should then write the names of these things beside each letter on their paper. The groups must be prepared to explain to the entire class how each of these things is a revelation of God. For an extra challenge, they should include one example from each category in their list of things.
5. **Ask** the groups to share their lists, starting with the group or groups that have the letters A to F. When it is not clear or obvious how a particular thing may reveal something about God, ask the group to explain.
6. **Conclude** by emphasizing that signs of God's love and presence are all around us if we can see with the eyes of faith. Their groups' lists are examples of this truth.

Teaching Tip

Consider displaying the groups' lists in your classroom for the rest of the week to remind the students of the many ways God reveals himself to us. If there is time, the students could decorate or illustrate their lists.



Digital Option: Have the students prepare their lists using digital presentation tools. Each letter and its corresponding thing can be presented on a separate slide. The students can search online for appropriate images to illustrate the slides. The groups' presentations can then be combined to create one presentation for the entire alphabet.

Comprehension Checkpoint (5 minutes)

Ask the students to each write a short answer to the following prompt:

- Write down two or three examples of how God continues to reveal himself to the world today.



Assessment Opportunity: Collect the papers for credit or grading.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 9.

DAY 2

Student Book

"Sacred Scripture," pages 12–14

Core Understanding

The seventy-three books that make up our Sacred Scripture are the Word of God, whereby human authors were inspired by the Holy Spirit to share the truths that will bring us our salvation.

Materials Needed

- Bibles, one for each small group of three or four
- "Chapter 1 Reading Guide" handouts (*optional*)

Opening Prayer (5 minutes)

Begin with this prayer, or choose from among the prayer suggestions on page 9:

- Let us pray the Sign of the Cross with our full attention in mind and body: In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Engage Activity (5 minutes)

Engage the students' experience by asking the following questions:

- How many books are in our Bible? Let's see how close you can guess. (*seventy-three: forty-six in the Old Testament and twenty-seven in the New Testament*)
- Can anyone name some of the books in the Old Testament? (*Encourage the students to use the table of contents in their Bible as a guide.*)
- Can anyone name some of the books in the New Testament? (*Encourage the students to use the table of contents in their Bible as a guide.*)

Core Content (10 minutes)

Review pages 12–14 in the student book, using one of the following options or another one of your choosing:

- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section "Sacred Scripture" on the handout "Chapter 1 Reading Guide."
- **Presentation Option:** Give a short presentation covering the following points:
 1. The seventy-three books of the Bible include the forty-six books of the Old Testament and the twenty-seven books of the New Testament.
 2. Through the words of Sacred Scripture, God is sharing with us the truth of his saving actions in and beyond history. We must be careful not to read the Bible as a modern science or history book.

3. The sacred authors of Scripture were inspired by the Holy Spirit to teach the truths of salvation using their own language, cultural images, and even their incomplete understanding of the world.
4. The Pope and our bishops provide the Church with the authentic interpretation of what God reveals through the teachings and stories of the Bible.

Core Learning Activity (20 minutes)

God's Creation

Objective: To discover the truths revealed in the Creation accounts found in Genesis, chapters 1 and 2.

1. **Explain** in these or similar words:
 - The Bible teaches truth. The sometimes difficult work is trying to figure out the truth that the Bible is trying to teach us. We will take a closer look at the two Creation accounts at the beginning of Genesis to identify the kind of truth they are teaching us.
2. **Arrange** the students into small groups of three or four. Give each group a Bible, and ask them to find Genesis, chapter 1.
3. **Direct** the students to take turns reading each of the days of Creation in Genesis 1:1–2:3. Then instruct the groups to create a diagram that illustrates the order of God's creative activity. (The students can either create a grid or draw a picture for each of the days.)
4. **Ask** one or two groups to share their findings. Ask the other groups if they have anything to add.
5. **Direct** the groups to do the same thing for the second Creation account by reading Genesis 2:4–25 and noting what was created or being done at each step.
6. **Invite** one or two groups to share their findings. Ask the other groups if they have anything to add.
7. **Discuss** these or similar questions with the whole class:
 - How are the two Creation accounts in the Book of Genesis different? (*In the first account, humans are created last, after all else has been created. In the second account, the man is created first, then all of the creatures of the Earth, then the woman.*)
 - How are the two Creation accounts in the Book of Genesis the same, or what truths do they have in common? (*God created all that exists, God creates humans to live in a special relationship as husband and wife, God creates humans in a special relationship with himself, God creates out of power and goodness, and God asks humans to share in his own creative work.*)
 - There are different kinds of truth: historical, religious, moral, scientific, spiritual, and mathematical, for example. What kind of truth are these truths at the beginning of Genesis? (*spiritual, religious, possibly moral*)
 - What kind of truth are these accounts not trying to teach? (*mathematical, scientific, historical*)
 - How can you tell? (*The writing uses symbolic numbers, doesn't give specific dates, uses symbolic names, and so on.*)

8. **Remind** the students that the Bible does not always provide the truths of science or the truths of history, but it always provides the spiritual and religious truth, the truths of salvation. (You could define *salvation* as “our true and perfect union with God and with one another.”) It does not teach or intend to teach “how the heavens go” but rather “how to go to Heaven.”

Teaching Tip

Many of the students understand “truth” as limited to only the realms of historical or scientific inquiry. It is important here to emphasize that the Bible is true and does teach truth—not necessarily scientific or historical truth, but the truth of salvation. When a student asks, “Is the Bible true?” a good answer might be another question: “What do you mean by *true*?” Reference “Check This Out!” on page 17 in the student book.



Assessment Opportunity: Collect the diagrams for credit or grading.

Optional Activity: “That’s Pretty Funny” (20 minutes), page 23

Comprehension Checkpoint (5 minutes)

1. **Ask** the students to form pairs and to discuss this question: How would you answer a person who says that every book and story in the Bible must be scientifically and historically true?
2. **Circulate** among the students, and conclude by asking volunteers to share their responses.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 9.

DAY 3

Student Book

"Sacred Tradition," pages 14–15

Core Understanding

Sacred Tradition consists of those truths that will bring us our salvation and that have been handed down to us over the centuries through the Church under the guidance of the Holy Spirit.

Materials Needed

- "Chapter 1 Reading Guide" handouts (*optional*)
- religious identity descriptions, one for each student, prepared from the handout "Religious Identity Descriptions," pages 29–31
- copies of the handout "Interview Chart for Religious Beliefs," page 32, one for each student
- copies of *Breakthrough!*, one for each student (*optional*)
- access to "Chapter 1 Answer Keys," pages 34–35

Opening Prayer (5 minutes)

Begin with a prayer, choosing from among the prayer suggestions on page 9.

Engage Activity (5 minutes)

Engage the students' experience by asking the following questions:

- What advice or wisdom has been taught to you by your family, friends, or teachers?
- Was this advice or wisdom written down or just said to you?
- Was this advice related to God, Jesus, prayer, or the Church? Can you share some of it with the class?

Core Content (10 minutes)

Review pages 14–15 in the student book, using one of the following options or another one of your choosing:

- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section "Sacred Tradition" on the handout "Chapter 1 Reading Guide."
- **Presentation Option:** Give a short presentation covering the following key points:
 1. Sacred Tradition means both the central beliefs of our faith as well as the way in which those beliefs have been handed down through the centuries.

2. To learn the truths that God wants to reveal to us for our salvation, we must look to both Sacred Tradition and Sacred Scripture.
3. Sacred Tradition started with the preaching of the Apostles and includes many of the teachings of the Pope and bishops under the guidance of the Holy Spirit
4. Some of the truths revealed through Sacred Tradition are not explicitly revealed in the Bible.

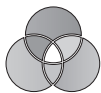
Core Learning Activity (20 minutes)

Religions and the Creed

Objective: To discover how the beliefs of some of the world’s religions compare to the Christian truths taught in the Nicene Creed.

1. **Explain** in these or similar words:
 - Leaders of the Church have gathered together at councils to make clear exactly what we believe about God the Father, Jesus, the Holy Spirit, and the Church. Over time, they have written those beliefs down in statements called creeds. This way, anyone who wants to follow Jesus will know the truths God has revealed through the Catholic Church. In order to discover the uniqueness and importance of the truths revealed by God through the Catholic Church, we are going to conduct interviews in which each of you will represent a person from a different religion.
2. **Distribute** the descriptions you have prepared from the handout “Religious Identity Descriptions” and distribute the handout “Interview Chart for Religious Beliefs.” Give the following directions:
 - For the next few minutes, you are going to represent a person from a different religion: Jewish, Muslim, Evangelical Protestant, Hindu, or Buddhist. You will study the brief description of your assigned religion and fill out the interview chart for that religion. Then you will pair up with someone who represents a religion that is different from the one you have been assigned. You will interview each other about your religious beliefs and fill in the interview chart accordingly. You must answer the questions based on the description you have received. When I call time, find a new partner with a different religion and repeat the process.
3. **Ask** the students to start by reading the description given to them and filling out the “Interview Chart for Religious Beliefs” for their religion. Then signal the students to find their first partner and conduct their first interview. Allow time for both partners to interview each other. About every 2 minutes, direct the students to find a new partner and repeat the process. Continue until they have interviewed someone representing each of the four other religions and completely filled out the chart on their handout.
4. **Check** the students’ answers by going over the chart as a class, or ask them to pair up with someone and compare their answers. Refer to “Chapter 1 Answer Keys” on pages 34–35 for the correct answers for each religion.
5. **Conclude** by asking the students to share what makes our truths of the Catholic faith unique or different from other religions’ beliefs. Encourage them to use the chart on the handout. Emphasize that it is important for us to respect other religions and the people who believe in them. But the fullness of what God has revealed for our salvation is found only in the teachings and practices of the Catholic faith.





Cross-Curricular Opportunity: Create a project in which the students compare and contrast the beliefs in the Apostles' Creed or the Nicene Creed (see "Appendix A: Catholic Prayers") with the beliefs stated in the Preamble of the Constitution of the United States.

Teaching Tip

When trying to briefly describe the beliefs of any religion, we can never capture the breadth of the religion's teachings nor its nuances. This becomes even truer with religions that have no centralized authority and beliefs vary from region to region or even person to person. It gets even further complicated when we try to express another religion's beliefs using Christian categories and concepts, such as Heaven and Hell—concepts foreign to some religions' belief systems. Be sure to caution the students that the beliefs described in the religious identity descriptions they were given offer only a glimpse into what these religions believe.

Optional Activities: "The Breakthrough! Connection" (5 minutes) and "Our Creed" (25 minutes), page 24

Comprehension Checkpoint (5 minutes)

Ask the students to choose one sentence from the "Sacred Tradition" section, on pages 14–15 in the student book, that represents something new they learned, something they gained a better understanding of, or something they are still unclear about. Invite each student to read their sentence aloud, or ask the students to gather in small groups to share their sentences.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 9.

DAY 4

Student Book

"God's Mystery" to end of chapter, pages 16–17

Core Understanding

Although God has made himself known to us, our human understanding cannot completely grasp him.

Materials Needed

- "Chapter 1 Reading Guide" handouts (*optional*)
- the clip from the movie *Evan Almighty* (2007, 96 minutes, rated A-II and PG) where Evan first meets God (*optional*)
- Bibles, one for each student
- copies of the handout "Chapter 1 Quiz," page 33, one for each student

Opening Prayer (5 minutes)

Begin with a prayer, choosing from among the prayer suggestions on page 9.

Engage Activity (5 minutes)

1. **Engage** the students' experience by sharing the following:
 - Each of us shares who we are, what we value, or what we believe with our family and friends, but no family member or friend—despite all we have revealed about ourselves—knows us completely, not even our closest friend!
 - This is similar to our relationship with God. God has revealed a great deal about himself to us, especially through the life, death, and Resurrection of Jesus Christ. Still, God remains a mystery to us. We cannot fully understand who he is in this life. He sometimes surprises us with love we did not expect to receive or with challenges we did not expect to have to go through.
2. **Ask** the students to think of a time when they thought they knew what someone thought or might do but were surprised to find the person thought or acted differently. Invite volunteers to share their experience. They do not have to reveal the person's name or identity.



Core Content (10 minutes)

Review pages 16–17 in the student book, using one of the following options or another one of your choosing:

- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section “God’s Mystery” on the handout “Chapter 1 Reading Guide.” When the students finish, collect and grade the handout.
- **Presentation Option:** Give a short presentation covering the following key points:
 1. We cannot expect to fully understand all of God’s ways.
 2. Our human intellect allows us to know God, but God remains a mystery that is always able to surprise us with truth we could never have known otherwise.

Optional Activity: “The Mystery Game” (15 minutes), page 25

Core Learning Activity (20 minutes)

God’s Invitation

Objective: To invite the students to think about what God might be inviting them to do for him.

1. **Show** the students the movie clip in which Evan first meets God. (If opting not to show this clip, skip to step 2.) Explain that after this, God asks Evan to build an ark, like Noah in the Old Testament. Eventually, Evan does this even though he does not understand the reason for doing so. At the end of the movie, the reason becomes clear.
2. **Distribute** the Bibles, and ask the students to find 1 Samuel 3:1–10. Have one or more students read the passage aloud. Explain that Samuel wasn’t much older than they are now when he heard God’s call. Ask the following questions:
 - How did Samuel know that God was calling him? (*A wise, older person helped Samuel recognize God’s call.*)
 - How do we recognize God’s call? (*by listening to older, wise people; through our prayer; by recognizing our talents and gifts; by reading the Bible and learning Church teaching*)
3. **Direct** the students to spend some time writing about how they can recognize God’s voice in their life. Tell them they don’t have to know God’s call for their whole life right now, but they are at an age when they should start thinking about what kind of a person God is calling them to be. Assure them that God is calling each of them to be a strong, confident, courageous, morally upright follower of Jesus. Even more, God will call them to some unique work, or vocation. Write the following questions where all can see, to help them get started:
 - Who is a wise, older person you can talk to about God and God’s call?
 - What kind of a person is God calling you to be right now? How are you doing at responding to God’s call?
 - What might you see yourself doing as an adult to answer God’s call?



Assessment Opportunity: Collect the papers for credit or grading.



Comprehension Checkpoint (5 minutes)

1. **Distribute** the handout "Chapter 1 Quiz," and allow the students time to complete it.
2. **Collect** the quizzes for grading.



Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 9.

Optional Activities

DAY 1

Who Am I? (20 minutes)

Objective: To help the students understand that if we really want to get to know someone we need to spend time with them, listen to them, and be concerned about things that matter to them.

1. **Explain** in these or similar words:
 - If we're going to get to know someone, it is important that we be willing to spend time with that person. We must ask important questions and be willing to listen to their responses. We're going to practice this by getting to know each other today!
2. **Display** the following interview questions and have the students write them down with space between each question for the answer their partner will give:
 - Have you ever lived in another state or country?
 - What is your favorite book and why?
 - What is your favorite movie and why?
 - If you could have any meal you wanted, what would it be?
 - If you could do anything for your future career, what would it be?
 - Have you ever had an experience of God? If so, what was it like?
3. **Arrange** the students into pairs, and instruct them to interview each other. This will work best if the students are paired with others that they might not normally hang out with.
4. **Tell** the students the students when the interviews are complete that throughout the week they will present their partner to the class using the notes they took during the interview. Invite several pairs to do so at this time. Remind them to present their partner in a positive and dignified way. Continue this throughout the week.

Teaching Tip

After the students have presented their partner to the class, collect their interview papers and post them on a bulletin board.

DAY 2

Materials Needed

- comic sections from newspapers, several for each small group of three or four
- scissors, one pair for each small group of three or four
- glue, one bottle for each small group of three or four
- art paper, one sheet for each small group of three or four

That's Pretty Funny (20 minutes)

Objective: To emphasize that even today authors use non-scientific, nonhistorically accurate images and text to teach truths about people, places, and relationships.

1. **Arrange** the students into small groups of three or four, and distribute the comic strips and art supplies.
2. **Explain** in these or similar words:
 - Comics use elements that are not real—such as talking animals—to make us laugh, smile, or even cry. We know that real dogs, cats, cows, and chickens don't talk, but that doesn't mean that a comic using a talking cow can't teach us something true about real life.
3. **Direct** the students to read the comics in their group and to choose two or three that are true in their experience (for example, "Oh, my gosh! I know that's what my dog is thinking all the time!"). Once they find the comics they relate to, they should cut them out, glue them to a sheet of art paper, and write explanations below each one about what makes the comic true for them.
4. **Ask** for volunteers to share the comics they chose and why. Collect and post the comics around the room for all to see.
5. **Discuss** the following or similar questions:
 - What makes a comic strip funny or popular? (*It teaches things that the reader recognizes as true.*)
 - Does the author expect that the reader would read the comic as if everything in it was real life? (*No. The author is not trying to teach that animals talk, for example.*)
 - How can understanding the variety of ways comic authors write help us better understand biblical authors or writing styles? (*Answers may vary but should include that truth, including God's revealed truth, is revealed through a variety of writing styles.*)
6. **Conclude** in these or similar words:
 - There are many different literary styles in the Bible. Some stories are meant to be primarily symbolic, like comics. The Bible also contains poetry, law codes, short sayings, letters, parables, and some religious history. Each style has its own "rules" to use in order for people to understand it correctly. If we read symbolic stories—like the first chapters of Genesis—as if they are historical accounts, we will not interpret them correctly.

DAY 3

Materials Needed

- copies of *Breakthrough!*, one for each student

The *Breakthrough!* Connection (5 minutes)

Users of *Breakthrough! The Bible for Young Catholics* may want to note “Study It!” at 1 Corinthians 15:3–5. It compares Saint Paul’s earliest creed of the Church (see 1 Corinthians 15:1–11) to the creed from the Maasai tribe of the African tradition. Invite the students to compare the beginning of the African Creed to the beginning of the Nicene Creed (see “Appendix A: Catholic Prayers”). If the students don’t have *Breakthrough!* you can access the Maasai Creed online and then invite students to compare it with the Nicene Creed and 1 Corinthians 15:3–5.

Our Creed (25 minutes)

Objective: To help the students analyze how the beliefs and practices of the groups they belong to are supported or challenged by our Christian beliefs.



1. **Decide** whether the students should work individually or in small groups, and arrange them accordingly.
2. **Ask** the students to choose a group they belong to: their close friends, their sports team, a club, and so on. They are to create a digital presentation based on the concept of “Beliefs of the Community.” The presentation should begin with three or four images illustrating the beliefs or practices of the group they’ve chosen. With each image, they should add a word or phrase describing that belief or practice. The presentation should end with one or two slides naming one or more Christian beliefs that support the beliefs and practices of their group. Or they could name Christian beliefs that challenge their group’s beliefs and practices. Encourage them to use the Christian beliefs found in the Nicene Creed (see “Appendix A: Catholic Prayers”).
3. **Review** the students’ progress as they work. Choose or invite volunteers to show their presentations to the class.
4. **Conclude** by emphasizing that our Christian beliefs should influence every aspect of our lives, including the values and practices of all the groups we belong to.



Assessment Opportunity: Collect the papers for credit or grading.

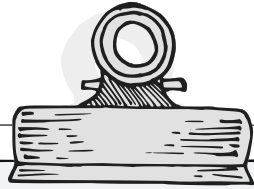
DAY 4**The Mystery Game (15 minutes)**

Objective: To encourage the students to recognize that although they might know some things with certainty, some things remain a mystery.

Materials Needed

- memory game cards or playing cards (divide the deck by suit and combine two suits so it creates two separate decks with thirteen pairs of cards)

1. **Arrange** the students into small groups of four and team them up two against two. Give each group a memory game or deck of cards.
2. **Instruct** the groups to play the mystery game by shuffling the cards and placing them face down on the desk. The teams within each group are to take turns turning two cards face up. If the cards match, they may keep them. If they do not match, they turn them face down again. They keep playing until all the pairs have been removed. The winning team is the one with the most pairs. To make the game more interesting, you can randomly move each group's remaining cards around part way through the game.
3. **Invite** discussion on the following questions after each group has played at least one game:
 - If finding matching pairs is like finding or understanding God, how might this game be similar to how we know God? *(Sometimes we have a hard time knowing where God is, sometimes we know very clearly some things about God, and sometimes what we thought we knew about God is not as clear as we thought, or seems to shift.)*
 - Eventually you were able to identify all the pairs of cards. How might you get to know God better and better throughout your life? *(through prayer, the sacraments, reading Scripture, sharing my faith with others, serving others, living a moral life)*
4. **Direct** the students to keep playing (if time allows) with this new direction. Each time a team finds a pair, they need to name one thing they know about God or a time they experienced God's presence. Each time they do not find a pair, they need to name a mystery about God or a question they would like to ask God.



Chapter Project

Getting to Know Others

Materials Needed

- digital presentation tools *(optional)*



Objective: To allow the students to build relationships and allow another person to be “revealed” to them.

1. **Explain** to the students at the beginning of the week that they will be doing a service project called “Getting to Know Others.” Ask the students to each visit and interview an older person. For example, they may visit an elderly home or interview an elderly relative. They are to ask questions about that person’s life: their childhood, adult life, children, grandchildren, places they traveled, their understanding of God, lived-through wars, service to country and local community, and so on. The students must keep notes on what their person tells them. Remind them that the person will be revealing themselves to them; this is a holy moment, and they should treat the person with great respect. They might take a picture of the person to use with their report.
2. **Provide** some way for the students to report at the end of the week or the following week what they learned about the person they interviewed. This could be through a written report, a poster with highlights, a digital presentation, and so on.
3. **Ask** the following questions after their reports:
 - How can getting to know another person deeply also reveal God to us?
 - How is getting to know another person deeply like getting to know God? How is it different from knowing God?

Name _____

Chapter 1 Reading Guide

Introduction and Revelation

List three ways that God has made himself known to human beings throughout history.

1. _____
2. _____
3. _____

Complete the sentences.

4. The _____ itself is a sign of God's existence.
5. God makes himself known to us because he _____ us.
6. _____ is what God has made known about himself and his plan for humanity.
7. Revelation is communicated in two main ways: through _____ and _____.
8. God fully revealed himself by sending _____.
9. The responsibility to teach what God has revealed through Sacred Tradition and Sacred Scripture became the responsibility of the _____ and their _____.

Sacred Scripture

Match each word or phrase in the word bank with its definition.

- _____ 1. The Holy Spirit's guidance of the Bible's authors to record without error what God wants us to know for our salvation.
- _____ 2. This word means "good news."
- _____ 3. The seventy-three divinely inspired books we recognize as the Word of God.

- | |
|---|
| <p>a. Sacred Scripture</p> <p>b. Gospel</p> <p>c. inspiration</p> |
|---|



Sacred Tradition

Complete the sentences.

1. Sacred Tradition is based on a word meaning “ _____ .”
2. Tradition means both the _____ of our faith and the _____ it was handed down throughout the centuries.
3. Sacred Tradition started with the preaching of the _____ .
4. Through Sacred Scripture and Sacred Tradition, God actively leads us to _____ .

God’s Mystery

Complete the sentences.

1. Although God does make himself known to us, _____ .
2. Even if we stand face-to-face with God, _____ .



Religious Identity Descriptions

Make enough copies of this handout so that every student can have a copy of one of the following five religious identities. Cut apart and distribute these identities to the students.



Jewish

As a member of the Jewish faith, you believe in one God. Your religion is thousands of years old and began when God called a man named Abraham to follow him. The Israelites eventually became known as the Jews. You have a sacred book called the Tanakh, which records how God revealed himself to your ancestors. Christians call the Tanakh the “Old Testament,” but it is not old to Jews. God revealed himself through many great prophets whose teachings are recorded in the Tanakh. Some Jews consider Jesus Christ a prophet, but you do not believe he was the Divine Son of God or the Messiah. You do believe that God’s Spirit is at work in the world, but you do not believe in the Christian Holy Trinity.

God’s Law, also called Torah, teaches you how to worship God properly and how to live in right relationship with your neighbors. It teaches you to love your neighbor as yourself. Most Jews today believe that if you carefully follow God’s Law, you will be resurrected after you die and be united with God after death. You don’t really believe in Hell. Most Jews believe that after death the souls of evil people either cease to exist or are reincarnated and have a chance to try again. You worship God in the synagogue on the Sabbath and have many religious holy days but nothing like the Christian sacraments.



Muslim

As a Muslim, a member of the Islamic faith, you believe in one God, called Allah. Your religion began with a human prophet called Muhammad, who was born in AD 570. God revealed his teachings to Muhammad, who wrote them down directly as God dictated them. This holy book is called the Qur’an and is the holiest book in the world, as it contains the direct words of God. It can only be fully understood when it is read in the Arabic language in which it was written.

Muslims share many beliefs with Christians and Jews. You believe you are also descended from Abraham, whose son Ishmael was the father of the Arab race. You believe that Moses and Jesus were great prophets of God, but you do not believe that Jesus was the Divine Son of God. You believe in the Golden Rule taught by Jesus: “Do unto others as you would have them do unto you.” You believe that righteous people will be rewarded after death in Paradise, and evil and unbelieving people will be punished in Hell.

Many Muslims believe that the Islamic faith is the only true faith and that other religions have misunderstood or confused the true teachings of God. You believe that embracing the Muslim faith and all it teaches is the only true path to salvation.





Evangelical Protestant

As an evangelical Protestant, you share many beliefs with Catholic Christians. You believe in the Holy Trinity, three Divine Persons in One God. Like Jews and Muslims, you believe your religious faith has its roots in God's call of Abraham. You believe that God reveals himself in the Holy Scripture, the Bible. But God's ultimate Revelation was through Jesus Christ, the Divine Son of God and the promised Messiah. Jesus taught us everything we need to know about God and our salvation.

You believe that faith in Jesus Christ is the only sure path to salvation. Those who put their faith in Jesus Christ will be joined with God after death in Heaven. Those who do not will suffer in Hell. You believe in the Ten Commandments and the two Great Commandments taught by Jesus: to "love the Lord, your God, with all your heart, with all your soul, and with all your mind" (Matthew 22:37) and to "love your neighbor as yourself" (verse 39). But you do not believe in other Catholic teachings, such as the importance of Sacred Tradition, the authority of the Pope, or the necessity of the Seven Sacraments.

(The Scripture quotations above are taken from the *New American Bible, revised edition* © 2010, 1991, 1986, 1970 Confraternity of Christian Doctrine, Inc., Washington, DC. All Rights Reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the copyright owners.)



Hindu

As a Hindu, you are a member of one of the oldest religions in the world. The start of your religion is about four thousand years ago, a little before the time of Abraham. Your beliefs are so complex, and there are so many ways to practice your religion, that it is practically impossible to give a simple description. Most Hindus believe there is only one God but that he has many aspects and names. So Hindus worship God in the form of many different gods and goddesses. You revere many holy people, including Jesus and Gandhi, but you do not believe that any of them were divine when they walked the Earth. You have many holy texts, and some Hindus even look to the teachings of Jesus in the Bible for inspiration.

Your belief in life after death is also pretty complicated. You believe that all time and creation moves in cycles and repeats itself. This includes an individual person's life. After you die, you will be reincarnated, or born again into a different life. This cycle of death and rebirth will continue until you have reached a type of spiritual perfection, and then you will be united with the source of all life, or God, at least for a time. This is related to your belief in karma, which is the belief that whatever we do in life comes back to us. If we do good, we shall experience good things, and if we do bad, bad things will return to us. So Hindus believe in a kind of heaven, but the only hell they believe in is the one people create for themselves.





Buddhist

As a Buddhist, you aren't even sure if you should call your belief a religion. Your beliefs are based on the life and teachings of the Buddha, a man named Siddhartha Gautama, who was born about 560 years before Jesus Christ. Gautama was only a man, not a god, but through a series of experiences in his life he awakened to fully understand the human condition. (*Buddha* means the "awakened one".) What's more, he learned how to move beyond the pain and suffering in life and reach spiritual perfection. A person who has reached this stage can pass into a state of eternal bliss called nirvana after they die (kind of like the Christian Heaven). A person who has not reached nirvana will be reborn into a new life after they die. For Buddhists, salvation is achieved by the effort of the self, not by a reliance on something outside of you like a Church or sacraments.

So Buddhism isn't so much a belief in God as it is a way of life. In fact, you can be a member of another religion and also practice Buddhism. Buddhists live a life guided by the Four Noble Truths and the Noble Eightfold Path. This includes a moral life guided by the Five Precepts, which are similar to the Ten Commandments and can also be summarized by the Golden Rule of "Love others as you love yourself." Buddhists live a disciplined life of meditation and avoid excessive attachment to all things. You are guided in this by sacred texts called the Sutras, which contain the words and teachings of the Buddha.



Name _____

Interview Chart for Religious Beliefs

Fill out the chart below based on the interviews you have with your classmates. For each belief, write a Y for “yes,” an N for “no,” or an M for “maybe” under each religion’s column. The column for the Catholic faith is already filled out for you.

Belief	Catholic	Jewish	Muslim	Evangelical Protestant	Hindu	Buddhist
Belief in one God	Y					
Belief that their religion started with Abraham	Y					
Belief in the Holy Trinity	Y					
Belief that Jesus is the Divine Son of God	Y					
Belief in a holy book containing God’s Revelation	Y					
Belief that the Bible is <i>the</i> holy book	Y					
Belief in loving your neighbor as yourself	Y					
Belief in some kind of heaven	Y					
Belief in some kind of hell	Y					
Belief that faith in Jesus Christ is necessary for salvation	Y					
Belief in the Seven Sacraments	Y					



Name _____

Chapter 1 Quiz

True or False

Mark each statement as true (T) or false (F).

- _____ 1. The Earth itself is a sign of God's existence.
- _____ 2. The Bible contains all of Sacred Tradition.
- _____ 3. God makes himself known to us because he loves us.
- _____ 4. What God has made known about himself and his plan for humanity is called Resurrection.
- _____ 5. The story of Job teaches us that we can fully understand God if we try hard enough.

Fill in the Blank

Read the words and phrases in the word bank. Write the letter of the word or phrase that completes each sentence in the space provided before each number.

- _____ 6. *Gospel* is a word that means "_____."
- _____ 7. _____ is the collection of divinely inspired books that we recognize as the Word of God.
- _____ 8. Inspiration is the belief that the Bible's authors were guided by _____ to teach us the truth that God wanted to reveal for our salvation.
- _____ 9. _____ refers to both the central beliefs of our faith and the way content has been handed down under the guidance of the Holy Spirit.
- _____ 10. Revelation is God's _____ about himself and his plan for humanity.

- a. Sacred Scripture
- b. Sacred Tradition
- c. communication
- d. the Holy Spirit
- e. Good News



Chapter 1 Answer Keys

Chapter 1 Reading Guide

Introduction and Revelation

1–3. *Any three of the following:*

- through the signs of creation
- through the voice of the Church
- through the voice of our conscience
- through Jesus Christ
- through Sacred Tradition
- through Sacred Scripture

4. Earth
5. loves
6. Revelation
7. Sacred Scripture, Sacred Tradition
8. Jesus Christ
9. Apostles, successors (the Pope and bishops)

Sacred Scripture

1. c
2. b
3. a

Sacred Tradition

1. to hand on
2. central beliefs, way
3. Apostles
4. salvation

God's Mystery

1. we cannot expect to fully understand his ways
2. we will still never be able to understand some things about him



Interview Chart for Religious Beliefs

Belief	Catholic	Jewish	Muslim	Evangelical Protestant	Hindu	Buddhist
Belief in one God	Y	Y	Y	Y	M	M
Belief that their religion started with Abraham	Y	Y	Y	Y	N	N
Belief in the Holy Trinity	Y	N	N	Y	N	N
Belief that Jesus is the Divine Son of God	Y	N	N	Y	N	N
Belief in a holy book containing God's Revelation	Y	Y	Y	Y	Y	Y
Belief that the Bible is <i>the</i> holy book	Y	N	N	Y	N	N
Belief in loving your neighbor as yourself	Y	Y	Y	Y	Y	Y
Belief in some kind of heaven	Y	Y	Y	Y	M	Y
Belief in some kind of hell	Y	M	Y	Y	N	N
Belief that faith in Jesus Christ is necessary for salvation	Y	N	N	Y	N	N
Belief in the Seven Sacraments	Y	N	N	N	N	N

Chapter 1 Quiz

True or False

1. T
2. F
3. T
4. F
5. F

Fill in the Blank

6. e
7. a
8. d
9. b
10. c



Chapter 2

God the Father

Chapter Summary

In this chapter, the students consider, insofar as it can be described, the nature of God. God is Lord of all and the Trinity, yet Jesus calls God “Abba,” or “Father.” Because of Baptism, we too share in the inheritance of adopted sons and daughters and are also privileged to call God not only “Lord” but “Father.”

Background for the Teacher

“Our Father who art in Heaven.” We pray this prayer often—at Sunday Mass and perhaps in our classrooms during the week. Because we are so familiar with this beginning phrase, we may not fully grasp how new it was when Jesus first taught it to his disciples. They might have responded, “Our Father? Seriously?”

A quick search of the word *father* in Sacred Scripture reveals that for much of the Old Testament, this word referred to human fathers only. Yet there are significant exceptions. One is the prophet Nathan’s oracle to David, in which Nathan, speaking God’s Word concerning Solomon, says, “I will be a father to him, and he shall be a son to me” (2 Samuel 7:14). Jesus, as the Son of David, fulfills this sonship to perfection. In another place, the prophet Hosea says, again in God’s voice, “When Israel was a child I loved him, / out of Egypt I called my son” (Hosea 11:1).

Jesus is the New Israel, the Son of God who willingly accepted exile (a human life on Earth) in order to bring us back to our true Father, our Father who art in Heaven.

Teacher’s Prayer

Loving Father, your Son, Jesus Christ, taught us to call you Father. As a disciple of Jesus, may I in turn hand on his teaching, so that my students too will call you their loving and caring Father. I ask this in the name of your Son, Jesus, and in the love of the Holy Spirit. Amen.

Teaching Tip

When discussing God as Father, it is always important to remember that not every child has a good image of a human father, and this can affect their understanding of God as Father. You may want to use wording like “God is the ideal Father . . . the best Father . . . the most perfect Father . . .” You might also remind the children that our human fathers strive to be the best fathers they can be, but sometimes, because they are human, they fall short.

Chapter at a Glance

Core Text: Student Book

Core Understandings

1. God revealed himself to us as “the Lord” who knows us completely and is always with us.
2. In the Mystery of the Holy Trinity, God revealed himself as the Father, the Son, and the Holy Spirit—three Persons in one God.
3. Through Jesus we share in the close relationship he has with God, so we too can call God “Father.”
4. Because God’s very being is Truth and Love, and we are his children, we can share his truth and love with others.

Catechism Pillar

- The Creed

Catechism Connection

- Paragraphs 198–213, 232–237 (Our Father)

Key Scripture Passages

- Exodus 3:14
- Psalm 139:1–2, 15–16
- Matthew 3:13–17
- Matthew 11:27
- John 5:19–29

Key Words

- Abba
- mystery
- Yahweh

Chapter Project

- “Illustrating Psalm 139,” page 54

Prayer Suggestions

- **Prayer:** God our Father, we know you love us and care for us. Help us know you better and serve you in our brothers and sisters. We ask this in the name of your Son, our Lord Jesus Christ, who taught us that you are truly our loving Father. Amen.
- **Scripture Reading:** Luke 11:1–4
- **Student Book:** “Connect with God,” page 19
- **Music:** “This Is My Father’s World,” by Alli Rogers; “Abba Father,” by Carey Landry; and a musical setting of the Lord’s Prayer, all available on YouTube

DAY 1

Student Book

Introduction and “Who Is God?,” pages 19–21

Core Understanding

God revealed himself to us as “the Lord” who knows us completely and is always with us.

Materials Needed

- copies of the handout “Chapter 2 Reading Guide,” pages 55–56, one for each student *(optional)*
- seven Bibles

Opening Prayer (5 minutes)

Begin with this prayer, or choose from among the prayer suggestions on page 38:

- God our Father, we know you love us and care for us. Help us to discover you and to know you better, to discover you and serve you in our brothers and sisters. We ask this in the name of your Son, our Lord Jesus Christ, who taught us that you are truly God our loving Father. Amen.

Engage Activity (5 minutes)

Engage the students’ experience by asking the following questions:

- Can anyone name the prayer we say at Mass that we name as “the prayer that Jesus taught us”? (*the Our Father*)
- Who knows another name for that prayer? (*the Lord’s Prayer*)
- Would anyone volunteer to say that prayer aloud now? (*Choose a volunteer. If that volunteer stumbles and cannot continue, choose another volunteer or ask the entire class to finish. If it is helpful for the students to be able to read the prayer, invite them to find it in “Appendix A: Catholic Prayers.”*)

Optional Activity: “A Picture of God” (20 minutes), page 50

Core Content (10 minutes)

Review pages 19–21 in the student book, using one of the following options or another one of your choosing:



- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section “Introduction and Who Is God?” on the handout “Chapter 2 Reading Guide,” or use the handout as a homework assignment or as a review at the end of the week. Collect and grade the handout at the end of the week.

- **Presentation Option:** Give a short presentation covering the following key points:
 1. We use various images and words for God.
 2. God has revealed himself as Yahweh, which means “I AM.”
 3. Although God is powerful, great, and beyond us, he is also very close to us.

Core Learning Activity (20 minutes)

God Revealed in Scripture

Objective: To find God’s Revelation of who he is by finding scriptural evidence of his words and actions, culminating in Jesus’ Revelation of God as Father.

1. **Introduce** the activity in these or similar words:
 - Long before Jesus taught us to call God “Father,” the Hebrew people knew God in many ways. Most of all, they knew God by his actions and what he did for them. Let us look at some of the passages in Scripture that tell us about God.
2. **Arrange** the students into seven groups. Distribute the Bibles, and assign each group one of the following Scripture passages to look up:
 - Genesis 12:1–3
 - Exodus 2:23–25, 3:1–6
 - Isaiah 6:1–8
 - Micah 7:18–20
 - Zephaniah 3:16–20
 - Matthew 1:20–25 and John 3:16–17
 - Matthew 6:7–15
3. **Ask** each group to choose one reader to read the passage (or more than one reader if the passage is long) and one recorder to take notes on the group’s responses to the following questions:
 - What do we learn about God from this Scripture passage?
 - What kind of God is shown to us here?

Possible responses and points for discussion:

- **Genesis 12:1–3:** God calls Abraham to a new land. God challenges us but always supports us along the way when we follow his will.
- **Exodus 2:23–25, 3:1–6:** God saw the suffering of his people. God knew what needed to happen, and he chose Moses to free the people. God needs us to cooperate with his plans.
- **Isaiah 6:1–8:** God chose Isaiah to speak to the people of Israel, to convince them to turn back to God. But first Isaiah is made worthy to speak for God.
- **Micah 7:18–20:** It is a mistake to stereotype “the Old Testament God” as a God of fire and brimstone. Here we find a picture of God’s mercy, compassion, and faithfulness.
- **Zephaniah 3:16–20:** God reassures his people of his love and delight in them. We hear this reading at the liturgy in Advent, when we are looking forward to celebrating God-with-us in our human flesh, Jesus Christ.

- **Matthew 1:20–25 and John 3:16–17:** Joseph, betrothed to Mary, learns of God’s plan: By the power of the Holy Spirit, the Son of God will be born as a little child. He is Emmanuel (God-with-us) and Savior and will be called Jesus. God loved the world so much!
 - **Matthew 6:7–15:** In his teaching on prayer, Jesus teaches about his Father, who knows our needs, who wants to care for us, help us, and forgive us—as long as we forgive others as well!
4. **Ask** the groups to share their findings in biblical order. After each group’s report, you may want to write the name of that book of the Bible in a row on the board as a visual aid. Underneath Genesis, draw a dot, and then continue with a long arrow under the remaining books, culminating with a large star under Matthew 6:7–15.
 5. **Conclude** by emphasizing that of all the people God sent as prophets, Jesus, God’s own Son, knew God best and taught us to call God “Our Father.” The discussion points in step 3 may help you review the message of each passage as you draw the arrow.

Teaching Tip

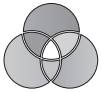
You may need to remind the students that forgiving others does not mean ignoring instances of abuse or bullying. These serious violations of human dignity, our own or someone else’s, should be brought to the attention of a trusted adult. Forgiveness does not mean ignoring serious harm caused by another.

Comprehension Checkpoint (5 minutes)

1. **Direct** the students to each write a short answer to the following question:
 - What is your relationship with God? Describe it in two or three sentences.
2. **Remind** the students to use complete sentences with correct punctuation, to write legibly, and to sign their names.



Assessment Opportunity: Collect the papers for credit or grading.



Cross-Curricular Opportunity: This activity could be used as a language arts activity by expanding it into a longer writing assignment.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 38.

DAY 2

Student Book

"The Trinity," page 21

Core Understanding

In the mystery of the Holy Trinity, God revealed himself as the Father, the Son, and the Holy Spirit—three Persons in one God.

Materials Needed

- "Chapter 2 Reading Guide" handouts (*optional*)
- Bibles, one for each small group of three or four
- copies of the handout "Baptism of Jesus Study Guide," page 57, one for each small group of three or four

Opening Prayer (5 minutes)

Begin with this prayer, or choose from among the prayer suggestions on page 38:

- Let us pray the Sign of the Cross with our full attention in mind and body: In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Engage Activity (5 minutes)

1. **Engage** the students' experience by asking the following question:
 - What prayer do you know that honors the Holy Trinity? (*Glory Be*)
2. **Invite** a volunteer to pray this prayer aloud, or invite the entire class to pray this prayer together. (Invite the students to find "Appendix A: Catholic Prayers" if they prefer to read the prayer.)
3. **Explain** that Catholics pray this prayer most often when participating in a popular devotion to Mary.
 - When do we most often pray this prayer? (*when reciting the Rosary*)
4. **Note** for the students, if you wish, that the "Holy God, Holy Mighty, Holy Immortal, have mercy on us," which concludes the Chaplet of the Divine Mercy, is a prayer from the Eastern churches that honors the Trinity by being prayed three times.

Core Content (10 minutes)

Review page 21 in the student book, using one of the following options or another one of your choosing:

- **Reading Guide Option:** Ask the students to read the student book page and to complete the section “The Trinity” on the handout “Chapter 2 Reading Guide.”
- **Presentation Option:** Give a short presentation covering the following points:
 1. God revealed himself as a Trinity of Father, Son, and Holy Spirit.
 2. This is the central mystery of our Christian faith.
 3. Even when God reveals himself to us, he still remains a mystery.

Core Learning Activity (20 minutes)

The Baptism of Jesus

Objective: To discover the Revelation of God as Trinity through the study of the Baptism of Jesus in Matthew 3:13–17.

1. **Explain** in these or similar words:
 - The Revelation of God as Trinity can be traced to the Baptism of Jesus. When John the Baptist baptized Jesus, something wonderful happened. You will be reading about this event and responding to it on the handout.
2. **Arrange** the students into small groups of three or four. Give each group a Bible and a copy of the handout “Baptism of Jesus Study Guide.”
3. **Direct** the students to appoint one group member as reader and one as recorder. Then instruct the groups to listen to the passage and answer the questions on the handout. Remind the recorders to write legibly and to sign all the group members’ names.
4. **Ask** each group to share its findings with the class.
5. **Conclude** by summarizing in these or similar words:
 - At the Baptism of Jesus, God the Father announced that Jesus was his Son. More than that, the Father announced that he was pleased with what his Son was doing. The Holy Spirit came down upon Jesus in the form of a dove, to show that Jesus was acting with the approval and strength of the Spirit of God. At our Baptism and Confirmation, we too are marked as children of God and are given the strength of the Holy Spirit. When we do good and share God’s love, God is pleased with us too!



Assessment Opportunity: Collect the handouts for grading.

Optional Activity: “We Share the Love of the Trinity” (20 minutes), page 51

Comprehension Checkpoint (5 minutes)

1. **Ask** the students to form pairs to discuss this question:
 - How does the life of the Trinity within us, given in Baptism, connect to Jesus' commandment to "love one another" as given to us in John 15:12?
2. **Circulate** among the students, and conclude by asking volunteers to share their responses.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 38.

DAY 3

Student Book

"God the Father," pages 22–24

Core Understanding

Through Jesus we share in the close relationship he has with God, so we too can call God "Father."

Materials Needed

- "Chapter 2 Reading Guide" handouts (*optional*)
- Bibles, one for each student
- the song/video "Abba Father," by Carey Landry, available on YouTube (*optional*)

Opening Prayer (5 minutes)

Begin with a prayer, choosing from among the prayer suggestions on page 38.

Engage Activity (5 minutes)



Distribute the Bibles, and ask volunteers to look up the following Scripture verses: Jeremiah 18:5–6, Romans 8:28–29, and John 17:20–21. (If you have the option to play the song/video "Abba Father," which is based on these passages, play it before having the volunteers look up the passages.) Ask the following question:

- What do these verses tell us about God our Father? (*God is like a potter, and we are like clay in the hands of the potter. God created us in the image of his Son, Jesus. The Father and the Son are one.*)

Core Content (10 minutes)

Review pages 22–24 in the student book, using one of the following options or another one of your choosing:

- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section "God the Father" on the handout "Chapter 2 Reading Guide."
- **Presentation Option:** Give a short presentation covering the following key points:
 1. God the Father is the First Person of the Blessed Trinity.
 2. The Bible recognizes both masculine and feminine qualities in God, but God is neither male nor female.
 3. Jesus called God "Father," and we do the same.

4. God created the universe, including time. God is beyond time. God is not a created being. He is, always was, and always will be.
5. God is a mystery. A religious mystery is a truth so big that no human being can completely understand it.

Core Learning Activity (20 minutes)

Jesus Tells Us about His Father

Objective: To discover the Revelation of God as Father by discussing several Scripture passages.

1. **Ask** the students to read “Check This Out!” on page 23 in the student book, which concerns the familiar name Jesus called God the Father: Abba.
2. **Explain** in these or similar words:
 - The Revelation of God as Father is witnessed in several passages in Sacred Scripture. We have already studied this Revelation in the Baptism of Jesus. Note the Scripture passage from Matthew (11:27) on page 23 in the student book. Today, we will look at several Scripture passages that tell us more about Jesus’ personal relationship with God the Father, and how we share in it.
3. **Arrange** the students into five groups. Distribute a Bible to each group, and assign each group a Scripture passage from the list below to find and read together. Ask each group to choose a recorder.
 - John 5:19–20
 - John 5:21
 - John 5:22–23
 - John 5:25–26
 - John 5:27–29
4. **Write** the following questions where all can see, and ask the recorder to write down the groups’ responses:
 - What is Jesus saying about God the Father in this passage?
 - What is Jesus saying about himself (or what is being said about Jesus) in this passage?
 - Where are we (or you) in this passage? What is the message from Jesus to us today?
 Remind the recorders to write legibly and to sign all the group members’ names.
5. **Ask** each group to share its responses.

Possible responses and points for discussion:

- **John 5:19–20:** Jesus compares himself to an apprentice, who models himself after his father.
- **John 5:21:** Only God can give life, and Jesus shares his Father’s life-giving power.
- **John 5:22–23:** Only God can judge. Jesus is equal to the Father in every way, sharing the role of judgment and worthy of the same honor.
- **John 5:25–26:** Jesus shares eternal life with his Father and will share eternal life with all those who have died.
- **John 5:27–29:** Jesus describes the Last Judgment, in which he, as the Son of God and the Son of Man, will judge those who have done good and those who have done evil.

Teaching Tip

In these passages, Jesus notes a characteristic of God (always working, life-giver, judge of all, etc.) and says that he shares that characteristic. In short, Jesus is declaring that he is God. The message for us today is that Jesus is not just another famous prophet or another famous teacher. Jesus is God! We owe him honor and worship and thanksgiving! (See Revelation 5:11–14.) This is what we do at Mass, especially during the Eucharistic Prayer, which begins with the Preface and during which we sing the “Holy, Holy, Holy.” See also “Praying Together” on page 22 in the student book.

6. **Allow** time for group members to add comments after the group’s recorder has shared the group’s responses.
7. **Conclude** by emphasizing that Jesus speaks to us today in Scripture. Make connections with the Eucharist as outlined in the Teaching Tip.



Assessment Opportunity: Collect the papers for credit or grading.

Optional Activities: “The Breakthrough! Connection” (5 minutes) and “Fatherhood” (30 minutes), page 52

Comprehension Checkpoint (5 minutes)

1. **Challenge** the group to review the section “God the Father” on pages 22–24 in the student book.
2. **Ask** the students to choose one sentence from that section of the book in which they learned something new or gained a better understanding of God as Father.
3. **Invite** each student to read their choice aloud, or have the students gather in small groups to share their sentences.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 38.

DAY 4

Student Book

"God Is Truth and Love" to end of chapter, page 25

Core Understanding

Because God's very being is Truth and Love, and we are his children, we can share his truth and love with others.

Materials Needed

- "Chapter 2 Reading Guide" handouts (*optional*)
- index cards, one for each student
- index cards for the entire class, half labeled "Truth" and half labeled "Love" (a class of thirty students requires fifteen "Truth" cards and fifteen "Love" cards)
- copies of the handout "Chapter 2 Quiz," pages 58–59, one for each student

Opening Prayer (5 minutes)

Begin with a prayer, choosing from among the prayer suggestions on page 38.

Engage Activity (5 minutes)

1. **Engage** the students' experience by reminding them that each of us has value because we were created by God out of love. Ask the following question:

➤ What does this mean?

Share the following ideas:

➤ Whenever we feel down on ourselves, it is good to remember this truth: *God created us out of love as unique and valuable people. From this truth comes our deepest self-esteem and self-worth. If God values us, we must value ourselves and value others.*

2. **Direct** the students to write the italicized sentence above on an index card and to put it in a place where they will see it every day.

Core Content (10 minutes)

Review page 25 in the student book, using one of the following options or another one of your choosing:

- **Reading Guide Option:** Ask the students to read the student book page and to complete the section "God Is Truth and Love" on the handout "Chapter 2 Reading Guide." When the students finish, collect and grade the handout.



- **Presentation Option:** Give a short presentation covering the following key points:
 1. God is Truth. We can trust his Word in Scripture and in the living Word, his Son, Jesus Christ.
 2. God is Love. He created us out of love and, in Jesus Christ, became one of us out of love for us.
 3. God the Father sent his only Son for our salvation and sent the Holy Spirit to be with us always.

Core Learning Activity (20 minutes)

The Truth and Love Game

Objective: To encourage the students to recognize that because they carry God’s life within them through Baptism, they are strengthened to share God’s truth and love with others.

1. **Arrange** the students in a circle. To start the game, shuffle the index cards. Choose one student to pick a card. If the student chooses a “Truth” card, that student must state one truth that they remember from this lesson (e.g., “The Trinity is three Persons in one God”). If the student chooses a “Love” card, they must close their eyes, spin around three times, point to a classmate, and promise to do something good for that person. The student must then write the name of the student and the promise on the card and keep it as a reminder to carry out the good deed as soon as possible after the game.
2. **Direct** the student first chosen to choose another student to pick the next card. The game continues until all the students have had a turn. (Those who have been promised a good deed by another can have only one good deed. If someone has already been promised a good deed, then the student has to spin three times again to choose another student.)

Comprehension Checkpoint (5 minutes)



1. **Distribute** the handout “Chapter 2 Quiz,” and allow the students time to complete it.
2. **Collect** the quizzes for grading.

Optional Activity: “Service Project: Scripture Quote Soap” (15 minutes), page 53

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 38.

Optional Activities

Chapter 2

DAY 1

Materials Needed

- art paper, one sheet for each student
- markers, poster paint, or other drawing or painting supplies

A Picture of God (20 minutes)

Objective: To enable the students to concretize their “picture” or impression of a God who cannot be pictured, and to emphasize Jesus’ role in helping us to discover who God is.

1. **Explain** in these or similar words:

- No one knows what God looks like. Only the Son of God, Jesus Christ, became human and had a human face. God is Divine Being and is Pure Spirit. Some artists have portrayed God as an old man, but God is not affected by time. But there is one way we can express who God is to us, and that is through prayer and art. When we combine prayer and art, the Holy Spirit can help us channel our creativity so that we can make our own “picture of God.” What is your picture of God?

See “Good to Know” on page 24 in the student book. You might want to note that the Israelites often pictured God in a cloud.

2. **Distribute** the art paper and the art supplies you have chosen. Announce a moment of silence, and then lead the group in the Lord’s Prayer.
3. **Invite** the students to observe these three rules in creating their pictures of God:
- Do not copy or imitate another painting you have seen.
 - Be prepared to explain your drawing or painting.
 - Use color and abstract shapes.
4. **Ask** volunteers to share their pictures of God. Draw out the meanings of their pictures by asking questions like:
- Why did you choose these colors?
 - Are you in this picture anywhere?
 - If you could be in this picture, where would you be? What would you say to God?
5. **Conclude** by reminding the students that we are grateful to Jesus Christ for coming among us and telling us who God is by showing us how much God loves us. Because each of us is a unique person, each of us has a unique relationship with God. We can all know God in our own way.



Assessment Opportunity: Collect the papers for credit or grading.

DAY 2

We Share the Love of the Trinity (20 minutes)

Objective: To emphasize that through Baptism we are made part of the Trinity through Jesus Christ, and our call as Christians is to share the love of the Trinity with others.

Materials Needed

- a bag of hard candy (wrapped) or other symbolic token of love

1. **Ask** the students to read “Living the Gospel” on page 25 in the student book. Note that often God loves and cares for us through the love and care of others.
2. **Explain** in these or similar words:
 - When we are baptized, we are invited into the relationship of love that the Trinity shares with us. When two people share with each other at a deep level, in marriage or friendship, a great love springs up between them. This is what happens between the Father and the Son. The Holy Spirit is the spirit of love that unites them and all of us with them. The Trinity is a great Mystery, and we are part of it! At Mass, during the Sign of Peace, we share Christ’s peace with one another by shaking hands. This is really a symbolic way of sharing God’s peace and love with others. When we treat others with kindness, we are sharing the love of the Trinity. Let’s make a symbol of this Trinitarian love right now.
3. **Direct** the students to form a large circle. Take one piece of candy from your bag. Explain to the students that you will give this piece of candy to someone and will say some special words. (*Note:* When you give this piece of candy, say these words: “May the love of God, the Father, the Son, and the Holy Spirit be with you always.”) The student who receives the candy is to say, “Amen,” repeat the words to the next person, and pass along the candy. The next person does the same, saying “Amen” and passing the candy to the next person. Give out a second piece of candy, a third, and so on, to different students, for as many students as are present. This pattern continues until everyone has a piece of candy. When the last person in the circle receives a piece of candy, they hang onto it. Ask the students to wait until everyone has a piece so you can eat the candy together. *Optional:* Finish this “circle of love” by extending a handshake of peace around the circle in the same way.
4. **Conclude** by asking the following or similar questions:
 - In our everyday lives, how do we treat the people we meet?
 - Do we share the love of God with them in any way? Does this sharing have to be a concrete gift, like candy?
 - What does God’s love look like in your age-group?
 - A Native American saying goes, “I cannot criticize someone until I have walked a mile in his moccasins.” How can you put yourself into the “shoes” of another? Why is this a good thing to do?

DAY 3**Materials Needed**

- copies of *Breakthrough!*, one for each student

Chapter 2

The *Breakthrough!* Connection (5 minutes)

Users of *Breakthrough! The Bible for Young Catholics* may want to note “Live It!” at Hosea 11:1–4, which compares God’s parenthood to the challenge of human parents.

Fatherhood (30 minutes)**Materials Needed**

- digital presentation tools



Objective: To highlight the positive aspects of fatherhood so that attributes of God as Father can be better understood and assimilated in their lives.

Ask the students to create a digital presentation, either individually or in small groups, based on the concept of fatherhood. Suggest that the students illustrate their presentation with photos and slides of positive images of fathers and children, including father figures like coaches, teachers, or first responders. Again remind the students that human beings are not perfect, but note that the good qualities of a father or father figure can help shape our attitude toward God as Father. God is the best father! Further note that because Jesus called God “Father,” we see God as a father as well. This does not mean that God has no “mothering” qualities. Although God is neither male nor female (see pages 22–23 in the student book), he includes all good qualities of both fatherhood and motherhood.



Assessment Opportunity: Create a rubric for the assignment and have the students turn in their presentations for grading.

DAY 4**Service Project: Scripture Quote Soap** (15 minutes)

Objective: To allow the students to share God's love in a practical way with those who are in need.

Materials Needed

- a bar of soap, donated by each student
- a washcloth, donated by each student
- ribbon, one piece for each student
- a pair of scissors
- index cards, one for each student
- Bibles, one for each student

1. **Explain** to the students that they will be doing a service project, sharing God's truth and love with those in need. Ask each student to bring in a fresh bar of soap and a clean washcloth (it does not have to be new, but clean). On the last day of the lesson, help each student wrap the washcloth around the bar of soap and tie it with a ribbon, like a gift.
2. **Distribute** an index card and a Bible to each student. Direct the students to find 1 John 4:7. Beginning with this verse and continuing to verse 21, read each verse aloud, noting those that contain the word *love*. Direct the students to choose one of these "love" verses and to copy it onto the index card. Depending on the number of students, duplicates are permitted. (Sometimes verses can be divided into two, as verse 7 can.) Ask the students to fold and tuck the index card under the ribbon of the gift.)
3. **Tell** the students that the soap and washcloths will be donated to a local shelter for the homeless or to a retirement center (name the facility) as a reminder of God's truth (Scripture) and love (the gift).



Chapter Project

Chapter 2

Materials Needed

- Bibles, one for each student
- magazines with pictures of both people and nature
- several pairs of scissors
- several bottles of glue
- poster board, one sheet for each student
- digital illustration tools *(optional)*



Illustrating Psalm 139

Objective: To invite the students to reflect on what Psalm 139 says about the presence of God and his relationship to us.

1. **Direct** the students to read Psalm 139. Remind them or note that an excerpt from this psalm appears with an image on page 21 in the student book.
2. **Distribute** the magazines, scissors, glue, and poster board, and ask the students to create an illustration of the psalm (or selected lines from it). Instruct them to include the words of the psalm with the particular picture or pictures illustrating that phrase.
3. **Invite** the students to present their work to their classmates.
4. **Display** the posters in a prominent place in your school.

Digital Option: Illustrate this psalm with digital illustration tools.

Name _____

Chapter 2 Reading Guide

Introduction and Who Is God?

Match each word in the word bank with its definition.

- _____ 1. This is the man to whom God revealed his name.
- _____ 2. He is great and beyond us, but also close to and intimate with us.
- _____ 3. This is a Hebrew word that means "I AM."
- _____ 4. In the Bible, God often is portrayed in this form.

- a. Yahweh
b. cloud
c. Moses
d. God

The Trinity

Complete the sentences.

- The Holy Trinity is _____ God in _____ Divine Persons.
- The three Divine Persons are the _____, the _____, and the _____.
- God is all-knowing, all-powerful, and present _____.
- Even when God reveals himself to us, he remains a _____.

God the Father

Complete the sentences.

- In Aramaic, the word for *father* is _____.
- God is neither _____ nor female.
- Jesus called God "Father" because Jesus has a unique relationship with God. Jesus is the _____ of God.
- God is not a created being. He is, always was, and always _____.
- A mystery is a _____ so big that no human being can fully understand it.
- God is a _____.



God Is Truth and Love

Give three reasons why God is Truth.

- 1. _____
- 2. _____
- 3. _____

Complete the sentences.

- 4. God is also Love. First and foremost, God _____ us out of love.
- 5. But God's love did not end at creation. We find stories describing God's love for us in the _____ .
- 6. Even when we fail, God forgives us and is _____ to us.
- 7. Out of his love, God became _____ of us. God the Father sent his only _____ for our salvation and sent the _____ _____ to be with us. There is no greater _____ _____ than this.



Name _____

Baptism of Jesus Study Guide

Ask a member of your group to read Matthew 3:13–17.



Chapter 2

1. Why did John object to the idea of baptizing Jesus?

2. What do you think Jesus meant by his response to John?

3. How did the Holy Spirit show that he was with Jesus?

4. How did God the Father show his approval of Jesus?

5. Because of your Baptism, what do you think God is requiring of you in your everyday life?



Name _____

Chapter 2 Quiz

Multiple Choice

Write the letter of the best answer in the space provided before each number.



- _____ 1. The Trinity is one God in _____ Divine Persons.
- two
 - three
 - four
- _____ 2. The Divine Persons are the Father, the Son, and the _____.
- Holy Orders
 - Holy Source
 - Holy Spirit
- _____ 3. Where is God? God is present _____.
- in some but not all parts of the world
 - everywhere
 - nowhere
- _____ 4. Who made God?
- Jesus
 - no one
 - the Holy Spirit
- _____ 5. God is _____.
- male
 - female
 - neither male nor female



Fill in the Blank

Read the words in the word bank. Write the letter of the word that completes each sentence in the space provided before each number.

- _____ 6. _____ is the Aramaic word for *father* that Jesus uses to address the Father.
- _____ 7. God revealed that his name is _____ to Moses. It is frequently translated as "I AM" and "I am who I am."
- _____ 8. Even when God reveals himself, he remains a _____ because we can never fully understand everything about him.
- _____ 9. First and foremost, God created us out of _____.
- _____ 10. God's very being is _____ and Love.

- a. Yahweh
b. mystery
c. Abba
d. Truth
e. love



Chapter 2 Answer Keys

Chapter 2 Reading Guide

Chapter 2

Introduction and Who Is God?

1. c
2. d
3. a
4. b

The Trinity

1. one, three
2. Father, Son, Holy Spirit
3. everywhere
4. mystery

God the Father

1. Abba
2. male
3. Son
4. will be
5. truth
6. mystery

God Is Truth and Love

1. We can trust God's Word.
2. We can count on God always.
3. God always keeps his promises.
4. created
5. Bible
6. faithful
7. one, Son, Holy Spirit, sign of love



Baptism of Jesus Study Guide

1. John recognized Jesus as the promised Messiah (or at least someone greater than John). He did not feel worthy to baptize Jesus; instead, he felt that Jesus should baptize him.
2. *Answers may vary. A key point, though, is that Jesus became fully human for our sake and wanted to identify with us in every way, including our need for forgiveness.*
3. By descending from Heaven in the form of a dove and coming to rest on Jesus.
4. By saying in a voice from Heaven, "This is my own dear Son, with whom I am pleased."
5. *Answers may vary. They will most likely focus on living morally, attending Church and receiving the sacraments, having faith in Jesus, and serving others.*

Chapter 2 Quiz

Multiple Choice

1. b
2. c
3. b
4. b
5. c

Fill in the Blank

6. c
7. a
8. b
9. e
10. d



Chapter 3

The Holy Trinity

Chapter Summary

In this chapter, the students come to a deeper understanding of the mystery of the Holy Trinity. God has revealed God's self to humanity as one God in three Divine Persons: Father, Son, and Holy Spirit. The Trinity reveals to us that God is love, and love by its very nature is self-diffusive, meaning that it is to be shared. Unrevealed, unshared love is no love at all! The students come to appreciate that the love of God is shared in this communion of Divine Persons.

Background for the Teacher

What is your experience of the passionate pursuit of love? You may remember the cartoon about the lovesick skunk Pepé Le Pew. Pepé so deeply loved the cat he thought was a skunk that he would stop at nothing to reveal his love to his beloved. So it is with God as he is revealed to us, his beloved, in the unfolding mystery of the Trinity. Our life finds its ultimate fulfillment and peace only when immersed in God's eternal exchange of love.

The Trinity reveals to us the wondrous mystery of the inner communion of God's life and love. This is nothing short of extraordinary! What a wonderful gift God has given us: to know God's own inner life. Just as married couples continue—even after years of marriage—to fall more deeply in love as they grow in knowing and understanding each other, so too do we fall more deeply in love with God as we grow in knowing and understanding the mystery of God.

The students will already understand that the more they know about their friends, the more powerful and meaningful those friendships become. Such friendship takes great trust and love, as well as a desire to share one's deepest thoughts. Help the students understand that God's revelation of himself to us in Scripture and Tradition is a sign of his love and his desire to be known by us. God wants to be in relationship with each one of us—he wants to be our friend (see John 15:15). God is simply not satisfied being the God "out there." Through the Incarnation, he became the God "right here" in the person of Jesus Christ!

Teacher's Prayer

Loving Father, help me better understand you so that I might better teach your mystery of three Divine Persons in one amazing God. Help me express to the students the truth that we can know you even while you remain a mystery. Help me convey with humble confidence what you have revealed to your followers, through Christ, our Lord, in the Holy Spirit. Amen.

Teaching Tip

When discussing the Trinity, don't be afraid to point out that this doctrine is an inexhaustible mystery of our faith! Nothing we can experience in this life can help us fully understand the Trinity, but that doesn't mean we shouldn't try to better understand it. It can be helpful to share with the students some analogies that at least begin to convey the ideas of oneness and distinctiveness. For example, you might show a three-leaf clover (three leaves, one clover) or a triangle (three sides, one triangle) or ice, water, and steam (three manifestations of H₂O). You might also show three lights in a room that together create one lit room. All of these examples hint at the reality but ultimately fall short of its amazing nature.

Chapter at a Glance

Core Text: Student Book

Core Understandings

1. The Trinity is the central mystery of the Christian faith—namely, that the one God has revealed himself in three Persons as Father, Son, and Holy Spirit.
2. Though God is one, and every action of each Divine Person is an act of the whole God, God’s works are more strongly associated with a particular Person of the Trinity.
3. The relationship between the Persons of the Trinity is one of perfect love and unity.
4. The love shared among the Persons of the Trinity pours out to us to share with our family and friends and the rest of the world.

Catechism Pillar

- The Creed

Catechism Connection

- Paragraphs 232–267 (The Trinity)

Key Scripture Passages

- Isaiah 6:4–5
- Acts of the Apostles 1:1–28
- 1 Corinthians, chapters 4–8

Key Words

- God the Father
- Holy Spirit
- Son of God
- Trinity

Chapter Project

- “Revealing the Trinity,” page 80

Prayer Suggestions

- **Prayer:** Loving God, in your amazing, unquenchable love for us, you revealed yourself as Father, Son, and Holy Spirit, that we might participate in the eternal exchange of love you’ve shared from the beginning of all things. God, help us appreciate the great gift of your own divine life. Thank you for the invitation to immerse ourselves in your light and love. Give us the courage to say yes to your invitation, through Christ, our Lord. Amen.
- **Scripture Reading:** John 17:20–26
- **Student Book:** “Connect with God,” page 27
- **Music:** “Praise God, from Whom All Blessings Flow,” by Thomas Ken, available on YouTube
- **Art:** Have the students meditate on a variety of visual depictions of the Holy Trinity. Search Google images for “Holy Trinity” to find options and make selections.

DAY 1

Student Book

Introduction and “One God, Three Divine Persons,” pages 27–29

Core Understanding

The Trinity is the central mystery of the Christian faith—namely, that the one God has revealed himself in three Persons as Father, Son, and Holy Spirit.

Materials Needed

- a Bible
- copies of the handout “Chapter 3 Reading Guide,” page 81, one for each student (optional)

Opening Prayer (5 minutes)

Begin with this prayer, or choose from among the prayer suggestions on page 64:

- God the Father, Son, and Holy Spirit, help us comprehend this mystery of three Persons in one God that we might know you, love you, and worship you in truth and love. Amen.

Engage Activity (5 minutes)

Engage the students’ experience by asking the following questions:

- Look at the symbol on page 28 in the student book. If I were a person who had never heard of the Trinity, how would you explain this image to me? (*The Trinity is three Divine Persons in one God. The three Persons of the Trinity are in a perfect, loving relationship. The Trinity surrounds us with love and shares its love with us.*)
- What other images would you use to explain the Trinity?

Core Content (10 minutes)

Review pages 27–29 in the student book, using one of the following options or another one of your choosing:



- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section “One God, Three Divine Persons” on the handout “Chapter 3 Reading Guide,” or use the handout as a homework assignment or as a review at the end of the week. Collect and grade the handout at the end of the week.

- **Presentation Option:** Give a short presentation covering the following key points:
 1. The earliest Christians were Jewish and worshipped only the God of Israel, but through experience, they realized that the one true God was revealing himself as three Persons—the Trinity.
 2. The Trinity is the central mystery of our Christian life and faith.
 3. The Trinity is three Divine Persons in one God who cannot be separated from one another, and the complete presence of God can be found in each of them.

Core Learning Activity (20 minutes)

Trinity Spotting

Objective: To help the students discover evidence of the Trinity all around them—that every time they see three in one, they might think of God.

1. **Explain** in these or similar words:
 - God desires that we know him and that we think of him and pray to him often. He has placed evidence of his loving presence all around us. Unfortunately, we don't often have eyes to see this. In fact, I'm willing to bet that there is evidence of the Trinity in this classroom, in your house, and in the natural world that we've all been missing—until now.
2. **Read** aloud Matthew 13:16–17, or have a student do so. Tell the students that this passage is a reminder from Jesus that we have been blessed with eyes to see, if only we would use them.
3. **Ask** the students to find page 33 in the student book and read “People of Faith” about Saint Patrick. Note that Saint Patrick saw evidence of the Trinity in a three-leaf clover and used that clover to teach the people of Ireland about the Father, Son, and Holy Spirit.
4. **Arrange** the students into pairs. Each pair should look around the classroom or, if possible, around the school grounds to go “Trinity Spotting.” They have only 5 minutes to come up with as many examples of Trinity as they can. Tell them to look for three things that are distinct but closely related or one thing with three parts.
5. **Give** the students an opportunity to share their findings with the class.

Teaching Tip

Challenge the students to come to school each day with an example of Trinity.

Optional Activity: “Trinity on the Web” (20 minutes), page 76

Comprehension Checkpoint (5 minutes)

Ask the students to write a short answer to the following question:

- What is the Trinity?



Assessment Opportunity: Collect the papers for credit or grading.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 64.

DAY 2

Student Book

"The Work of the Trinity," pages 29–31

Core Understanding

Though God is one, and every action of each Divine Person is an act of the whole God, God's works are more strongly associated with a particular Person of the Trinity.

Materials Needed

- the song/video "How Great Is Our God," by Chris Tomlin, available on YouTube (*optional*)
- "Chapter 3 Reading Guide" handouts (*optional*)
- Bibles, one for each small group of three or four
- blank paper, one sheet for each student

Opening Prayer (5 minutes)



Begin with the song/video "How Great Is Our God," the following prayer, or choose from among the prayer suggestions on page 64:

- Let us pray the Sign of the Cross with our full attention on the three Persons of the Trinity: In the name of the Father, and of the Son, and of the Holy Spirit. Amen. (*Pause, and after a moment of silence, conclude with the Sign of the Cross again.*)
- In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Engage Activity (5 minutes)

1. **Engage** the students' experience by asking the following questions:
 - What does God do? Or, if we can say that God has jobs, what would they be?
2. **Encourage** the students to come up with as many answers to these questions as they can. Write their answers on the board for all to see. Encourage them to try to identify ten or more "jobs." Ask the following questions:
 - Which of these jobs are more closely connected to God the Father? Which are associated with Jesus the Son? Which are associated with the Holy Spirit?
3. **Invite** the students to take turns coming to the board to write beside the jobs the name of the Person of the Trinity most closely associated with it.

Core Content (10 minutes)

Review pages 29–31 in the student book, using one of the following options or another one of your choosing:

- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section “The Work of the Trinity” on the handout “Chapter 3 Reading Guide.”
- **Presentation Option:** Give a short presentation covering the following points:
 1. Some of God’s works are more strongly associated with either the Father, the Son, or the Holy Spirit, but all the works of God are done by all three Divine Persons.
 2. God the Father is the First Person of the Trinity and is most strongly associated with Creation or with being the Creator.
 3. The Son is the Second Divine Person and is most strongly associated with salvation or of being the Savior.
 4. The Holy Spirit is the Third Divine Person. He inspires and guides and makes believers holy.

Core Learning Activity (20 minutes)

Final Instructions

Objective: To discover the role of the Holy Spirit in the life of the Trinity by studying the Acts of the Apostles 1:1–8.

1. **Explain** in these or similar words:
 - Jesus was sent on a mission from God the Father to bring salvation to the whole human race. When his work was complete, he told his disciples that he would send the Holy Spirit to assist them in bringing the message or Good News of salvation to the world. We’re going to look at Jesus’ final instructions to his Apostles before being taken up to Heaven.
2. **Arrange** the students into small groups of three or four. Give each group a Bible.
3. **Ask** the students to appoint one group member as recorder. Give these instructions:
 - Read Acts of the Apostles 1:1–8, and write down all the statements about the Holy Spirit in the passage.
 - Based on these statements, prepare a job description for the Holy Spirit. That is, describe what the Holy Spirit does, as well as anything else you find important about the Holy Spirit in the life of the Church and in the lives of Jesus’ followers.
4. **Invite** each group to share their findings.
5. **Conclude** by summarizing in these or similar words:
 - Jesus, the Son, is sent from God the Father, who then sends the Holy Spirit to be with his Church. That same Spirit who was promised and granted then is still promised and given now. We receive it and its gifts at Baptism, and its presence is strengthened in Confirmation.



Assessment Opportunity: Collect the papers for credit or grading.

Optional Activity: "My Family and the Work of the Trinity" (20 minutes), page 77

Comprehension Checkpoint (5 minutes)

1. **Ask** the students to draw a picture that accurately and clearly reflects the concepts of the work of the Trinity that they've learned today.
2. **Invite** volunteers to share their creations.



Assessment Opportunity: Collect the papers for credit or grading.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 64.

DAY 3

Student Book

“The Trinity Is a Communion” to end of chapter, pages 31–33

Core Understanding

The relationship between the Persons of the Trinity is one of perfect love and unity.

Materials Needed

- “Chapter 3 Reading Guide” handouts (*optional*)
- Bibles, one for each student
- slips of paper, each with one characteristic of perfect love drawn from 1 Corinthians 13:4–8 written on it, one for each small group of four or five (see Core Learning Activity, step 2, but use wording that reflects the version of the Bible the students use in class)

Opening Prayer (5 minutes)

Begin with a prayer, choosing from among the prayer suggestions on page 64.

Engage Activity (5 minutes)

1. **Write** “L O V E” where all can see, with big spaces between the letters.
2. **Challenge** the students with the following:
 - I want you to come up with as many words or phrases that describe perfect love as you can. The words or phrases must start with the letters *L, O, V, E*.
3. **Direct** the students to do this on their own on a sheet of paper, allowing them 90 seconds. Then create a chart with their answers, writing the words and phrases under the letters as appropriate. Display the chart where all can see.

Core Content (10 minutes)

Review pages 31–32 in the student book, using one of the following options or another one of your choosing:

- **Reading Guide Option:** Ask the students to read the student book pages and to complete the section “The Trinity Is a Communion” on the handout “Chapter 3 Reading Guide.”
- **Presentation Option:** Give a short presentation covering the following key points:
 1. The Father, Son, and Holy Spirit are completely in union with one another.
 2. The love and unity that the Father, Son, and Holy Spirit share are perfect.
 3. A vision for this perfect love is shared by Saint Paul in First Corinthians, chapter 13.

Core Learning Activity (20 minutes)

Perfect Love in Real Life

Objective: To help the students have a vision for what perfect love looks like in relationships.

1. **Distribute** the Bibles, and ask the students to find First Corinthians, chapter 13. Invite them to take turns reading the chapter aloud. Explain that in this chapter, Saint Paul gives us a vision of what perfect love looks like in real life. This is the kind of love shared by the Holy Trinity.
2. **Arrange** the students into small groups of four or five. Give each group a slip of paper with one of the following characteristics of love from chapter 13. Tell them not to share what is on their slip with another group.
 - Love is patient.
 - Love is not irritable.
 - Love is kind.
 - Love does not keep a record of wrongs.
 - Love is not jealous.
 - Love is not happy with evil.
 - Love is not conceited or proud.
 - Love is happy with the truth.
 - Love is not ill-mannered.
 - Love never gives up.
 - Love is not selfish.
 - Love is eternal.
3. **Tell** the students that they have 2 minutes to identify a real-life situation involving family or friends that shows this characteristic of perfect love being lived out. After 5 minutes, they should be prepared to act out the situation for the class.
4. **Choose** groups randomly to act out their situation. Have the rest of the class keep their Bibles open to 1 Corinthians 13:4–8. After each group portrays their real-life situation, ask the rest of the class to reference the Scripture passage and determine what characteristic of love the group demonstrated.
5. **Conclude** by sharing some examples of your own family's successes and failures in living God's call to love. Invite students to share their own examples if they feel comfortable doing so.

Optional Activity: "The Breakthrough! Connection" (15 minutes), page 78

Comprehension Checkpoint (5 minutes)

Instruct the students to write down ten of the most important words describing perfect love and unity from class.



Assessment Opportunity: Collect the papers for credit or grading.

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 64.

DAY 4

Student Book

“The Trinity Is a Communion,” pages 31–32

Core Understanding

The love shared among the Persons of the Trinity pours out to us to share with our family and friends and the rest of the world.

Materials Needed

- three signs, each labeled with one of the following phrases: “Perfect Love,” “No Love at All,” and “Imperfect Love”
- “Chapter 3 Reading Guide” handouts (*optional*)
- copies of the handout “Chapter 3 Quiz,” pages 82–83, one for each student

Opening Prayer (5 minutes)

Begin with this prayer, or choose from among the prayer suggestions on page 64:

- Dear Father, Son, and Holy Spirit, we want to be instruments of your love. Fill us with your love so that we might better love our family, our friends, and our world. Help us love one another with the same perfect love that you have for one another. Amen.

Engage Activity (5 minutes)

1. **Post** three signs along one wall of your room. At one end, the sign should read “Perfect Love,” and at the other end the sign should read “No Love at All.” The middle sign should read “Imperfect Love.”
2. **Explain** in these or similar words:
 - I am going to read some statements describing different situations with family and friends. I would like you to consider how you would most likely respond to each situation. Would you react with perfect love, imperfect love, or no love at all? You’ll then get up and stand near the sign that reflects your response.
3. **Read** the following scenarios (or make up your own), and allow time for the students to position themselves accordingly. Invite volunteers to explain their choices, or let them gather without comment. You might ask the students to choose the sign reflecting their probable response, and then ask them to choose again according to how they would like to respond.
 - It’s your birthday, and your parents just got you the new smartphone you wanted.
 - It’s your turn to clear the table and put away the dishes.
 - Someone has been spreading ugly rumors about you on Facebook or Twitter.

- You are with your friends eating your favorite food and watching the movie you wanted to watch.
- You are with your friends eating someone else's favorite food and watching the movie someone else wanted to watch.

Core Content (10 minutes)

Review pages 31–33 in the student book, using one of the following options or another one of your choosing:



- **Reading Guide Option:** If they haven't already done so, ask the students to complete the section "The Trinity is a Communion" on the handout "Chapter 3 Reading Guide." When the students finish, collect and grade the handout.
- **Presentation Option:** Give a short presentation covering the following key points:
 1. God's love—the love between the Father, Son, and Holy Spirit—is the source of all love.
 2. The love and unity of the Father, Son, and Holy Spirit flow out to us and fill us so that we can share that love with others.
 3. The love in our families should flow out in service to the rest of the community and the entire world.

Core Learning Activity (20 minutes)

My Family and the Love of the Trinity

Objective: To emphasize that God intends his love to be shared in families, and that he wants us to share the love we receive from our family with others.

1. **Explain** in these or similar words:
 - God intends our family to be our first introduction to the life and love shared between the Father, Son, and Holy Spirit in the Holy Trinity. When we are baptized, our parents make a commitment to share with us the love and knowledge of God. God wants us to share the love we experience in our family with all the people in our lives.
2. **Ask** the students to reflect and write on the variety of ways their own families are witnesses to the life and love that comes from God. They should consider how they show love to one another in their homes and should give specific examples of when and how love is shared.
3. **Invite** the students to also reflect on the various ways their families might fall short of loving communion at times and instead might experience sadness, pain, suffering, and loss.
4. **Direct** the students to conclude by writing about one way they can better share the love they have received from God through their families with someone outside their family. Let the students know that their writing is confidential and will be shared only if they choose to do so.
5. **Conclude** by sharing some examples of your own family's successes and failures, and invite the students to share if they feel comfortable doing so.

Optional Activity: "The Love Bounce" (10 minutes), page 79



Comprehension Checkpoint (5 minutes)

1. **Distribute** the handout "Chapter 3 Quiz," and allow the students time to complete it.
2. **Collect** the quizzes for grading.

Optional Activity: "Service Project: Trinity to Others" (15 minutes), page 79

Closing Prayer (5 minutes)

Close with a prayer, choosing from among the prayer suggestions on page 64.

Optional Activities

DAY 1

Materials Needed

- internet access
- digital presentation tools
(optional)



Trinity on the Web (20 minutes)

Objective: To help the students identify images of the Trinity from the internet.

1. **Explain** in these or similar words:
 - Sometimes we think that if we want to find evidence for God, we should go to a church, read the Bible, or pay attention in our religion class. Although all of those examples are good ways to find evidence for God, it is important to know that God wants to be Lord of your whole life—even your internet life! So for this activity, I want you to find images or stories on the internet that remind you of the Trinity. These should be stories or images of three things that, although distinct, are closely related.
2. **Arrange** the students into pairs or small groups of three. Direct them to work together to search online for examples of the Trinity. Encourage them to find a variety of stories or images—people, buildings, nature—that have been used, or could be used, as examples of the Trinity. They could illustrate the concept of three-in-one, or they could illustrate the love and unity of God.
3. **Instruct** them on how to present these images to the class. For example, they could print out the images and stories, they could bookmark them to access them using the class screen, or they could copy and paste them into digital presentation tools.
4. **Invite** the groups to share their presentations with the class. As a class, decide which examples best convey the concept of the Trinity.
5. **Conclude** by commenting on how examples of the love and unity of the Trinity are all around us if we have the eyes to see and the ears to hear.

DAY 2**My Family and the Work of the Trinity (20 minutes)**

Objective: To realize that the family is itself, in practice, an image and model of the Trinity.

Materials Needed

- a device with internet access for each student *(optional)*

1. **Ask** the students to write about who does which chores in their families. Although everyone is responsible for washing dishes, who is the person in each student's family who does dishes most often? Who does the laundry? Cleans up the rooms? Takes out the trash? Feeds the pets? Finally, invite them to write about why it's important to participate in family duties and even take on a more prominent role in their own family's chores as they grow older.
2. **Explain** in these or similar words:
 - The Church teaches that the family itself is an image or model of the work and love of the Trinity. Today, we're going to see how this is true in your own home! In fact, I bet that when you think of your own family's domestic chores, you might begin to see a pattern in how those chores are divided up among the members of your own household.
3. **Arrange** the students into small groups of three or four. Direct the groups to make a list of all the chores that are done in their homes and then to assign each chore to the particular person who is most often charged with doing that task. Feel free to use your own examples from how things are done in your home.
4. **Invite** the groups to share their lists with the class.
5. **Ask** the students the following questions:
 - Are all these chores always done by the same person? Does everybody share or help out when needed?
 - I'd be willing to guess that most of these household responsibilities are the work of the whole family, and from time to time other members of the family also do them. Is that true in your homes?
6. **Conclude** by sharing that in this small way, we can already begin to glimpse similarities between the family and the Trinity as the Church teaches. All family chores are the work and responsibility of the family, even though some roles are sometimes associated with a particular person.



Digital Option: Ask the students to type their reflection and to send you a digital copy.

DAY 3**Materials Needed**

- copies of *Breakthrough!*, one for each student
- internet access

**The *Breakthrough!* Connection** (15 minutes)

Objective: To identify how communities share with others in need.

1. **Distribute** *Breakthrough! The Bible for Young Catholics* to each student. Direct the students to find Acts of the Apostles 4:32–35. Invite a volunteer to read the passage aloud.
2. **Ask** another volunteer to read “Live It!” at Acts 4:34–35.
3. **Discuss** as a class the questions in the second paragraph. Most likely the students are not aware of what their church or community is doing to take care of people who have fallen on hard times.
4. **Direct** the students to search the internet to find out what help is available for people in need in their communities. Potential searches include parish websites, soup kitchens or food pantries, and Catholic Charities.
5. **Invite** the students to share their findings with the class.
6. **Close** by again asking the following question:
 - How good is your church or family or community at noticing who is poor and taking care of them?

DAY 4

Materials Needed

- a Bible

The Love Bounce (10 minutes)

Objective: To better understand what the Bible says about the love of God and how it works in us.

1. **Locate** 1 John 4:7–12, and explain it in these or similar words:
 - The author of the First Letter of John included a beautiful explanation of what it means when we say “God is love.” I am going to read a passage from First John aloud. To help you understand how much the author emphasized love, I want you to change position each time I read a form of the word *love*, such as *love*, *loved*, *loving*, and so on. Stand up when you hear the first mention and stay standing. Sit when you hear the second mention. Move from sitting to standing to sitting and so on and so forth as you hear subsequent mentions. You will need to pay close attention in order to catch all the times love is mentioned.
2. **Read** aloud 1 John 4:7–12 deliberately, not too fast or too slow. If the students enjoy the activity and you want to drive the point home even more, read it again, but faster.
3. **Begin** a dialogue with the students, asking these or similar questions:
 - Did it surprise you how many times the author used the word *love* in this passage?
 - Why do you think the author emphasized love so much? (*because you cannot be a Christian if you do not love*)
 - What was the author’s main point? (*If we truly have the love of God in us, it will show in how we love other people.*)
 - If we love God, does that mean we have to love everyone? (*It means we should do our best to love everyone, even our enemies and people who do bad things. We do not have to love the bad things that people do.*)

Service Project: Trinity to Others (15 minutes)

Materials Needed

- thank-you cards and envelopes, two for each student

Objective: To give the students the opportunity to share the life and love of God that they have received with others.

1. **Explain** to the students that they will be doing a service project, sharing God’s life and love with those around them.
2. **Distribute** two thank-you cards and envelopes to each student. Instruct the students to think about people they love but to whom they don’t often verbally express their love. These individuals might include parents, grandparents, siblings, coaches, or teachers.
3. **Tell** the students to write notes to two people, thanking them for the difference they have made in their lives. Notes should be thoughtful, detailed, and sincere. The students should deliver the notes in person or by mail in the next few days.



Chapter Project

Revealing the Trinity

Materials Needed

- poster board or large art paper, one sheet for each student or for each small group of three or four
- art supplies, such as markers, paint, scissors, glue, and magazines with images
- examples of Christian triptychs *(optional)*
- internet access *(optional)*
- digital presentation tools *(optional)*

Objective: To have the students deepen their understanding of the Trinity by creating a visual representation of the Trinity.

1. **Explain** to the students that they will be creating a triptych, a type of art that explores a particular theme in three panels. Distribute the poster board or large sheets of art paper. They can draw, paint, or cut out images from magazines and glue them to their poster. You can have the students work individually or in small groups of three or four. Engage their imaginations!
2. **Introduce** the activity in these or similar words:
 - For this project, you will create a visual presentation of the Trinity. You will do this using a Christian art form called a triptych. A triptych is a work of art divided into three panels. Each panel is unique, but all three panels are connected to one theme. The theme for our triptychs is the Holy Trinity. One section must represent God the Father, another must represent God the Son, and another must represent God the Holy Spirit. You can represent the Persons of the Trinity and their works however you wish in your sections. Pretend that the people seeing your triptych will not know about the Trinity, and your art should help them understand it better.
3. **Give** further directions on how to divide and create the sections for the triptych.
4. **Invite** the students to present and explain their triptychs. You might choose to have the students submit their projects to be graded.



Digital Option: Have the students search the internet for images to use or for inspiration. They can prepare their presentation using digital presentation tools, but it must be divided into three parts.

Teaching Tip

You might wish to search the internet and have ready some examples of Christian triptychs to help spark the students' imaginations.

Name _____

Chapter 3 Reading Guide

One God, Three Divine Persons

Complete the sentences.

1. In the _____, we state, "I believe in _____ God . . ."
2. The earliest Christians were _____ who followed _____ when they recognized that he was the _____ sent from God to save _____.
3. The _____ true God revealed himself as _____ :
the _____.
4. The _____ is the central mystery of our Christian life and faith.
5. These three Divine Persons are _____ and _____
be separated from one another.
6. The _____ presence of God can be found in _____ of them.
7. The three Divine Persons of the Trinity live in complete _____.

The Work of the Trinity

Match each phrase in the word bank with its definition.

- _____ 1. The Person of the Trinity often associated with being one who inspires or guides and makes the lives of believers holy.
- _____ 2. The Person of the Trinity often associated with being the Savior.
- _____ 3. The Person of the Trinity often associated with being the Creator.

- a. God the Father
- b. Son of God
- c. Holy Spirit

The Trinity Is a Communion

Complete the sentences.

1. The _____, _____, and _____
are completely in union with one another.
2. The love and unity that the Father, Son, and Holy Spirit share are so perfect that they
_____ out to _____.
3. The love in our _____ should flow out in _____ to the rest of the
_____ and the _____.



Name _____

Chapter 3 Quiz

Multiple Choice

Write the letter of the best answer in the space provided before each number.

- _____ 1. In the Creed we state, "I believe in _____ . . ."
- one God
 - two Gods
 - three Gods
- _____ 2. If someone thinks that Catholics believe the Father, Son, and Holy Spirit are three separate individuals, they would be _____ .
- right
 - wrong
 - a person who denies God's existence
- _____ 3. The three Persons of the Trinity are completely _____ one another.
- the same as
 - different from
 - in union with
- _____ 4. The works of God are done by _____ .
- the Father alone
 - the Son and the Spirit without the Father
 - the Father, Son, and Holy Spirit
- _____ 5. The love of the Trinity _____ .
- flows out to us
 - flows out only to the Apostles
 - flows out only to priests



Fill in the Blank

Read the words and phrases in the word bank. Write the letter of the word or phrase that completes each sentence in the space provided before each number.

- _____ 6. _____ is the work most strongly associated with the First Person of the Trinity, God the Father.
- _____ 7. Salvation is the work most strongly associated with the _____ Person of the Trinity, the Son of God.
- _____ 8. Inspiration, guidance, and holiness are most closely associated with the Third Person of the Trinity, _____ .
- _____ 9. The Trinity is the central _____ of Christian faith and life.
- _____ 10. The _____ presence of God can be found in each of the three Persons of the Trinity.

- a. the Holy Spirit
- b. Creation
- c. complete
- d. Second
- e. mystery



Chapter 3 Answer Keys

Chapter 3 Reading Guide

One God, Three Divine Persons

1. Creed, one
2. Jews, Jesus, Messiah, Israel
3. one, three Persons, Trinity
4. Trinity
5. one God, cannot
6. complete, each
7. harmony

The Work of the Trinity

1. c
2. b
3. a

The Trinity Is a Communion

1. Father, Son, Holy Spirit
2. flow, us
3. families, service, community, entire world

Chapter 3 Quiz

Multiple Choice

1. a
2. b
3. c
4. a
5. a

Fill in the Blank

6. b
7. d
8. a
9. e
10. c

