

Guide  
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26th Sunday in Ordinary Time  
through the 33rd Sunday in Ordinary Time  
September 25, 2011, through November 13, 2011  
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# VISIONS

## Teaching Guide

### Unit 1: We Are the Body of Christ in Our World

#### Contents

Connecting Gospel and Doctrine	page 2
Lesson Plan, September 25 • 26th Sunday in Ordinary Time	page 3
Lesson Plan, October 2 • 27th Sunday in Ordinary Time	page 4
Lesson Plan, October 9 • 28th Sunday in Ordinary Time	page 5
Lesson Plan, October 16 • 29th Sunday in Ordinary Time	page 6
Lesson Plan, October 23 • 30th Sunday in Ordinary Time	page 7
Lesson Plan, October 30 • 31st Sunday in Ordinary Time	page 8
Lesson Plan, November 6 • 32nd Sunday in Ordinary Time	page 9
Lesson Plan, November 13 • 33rd Sunday in Ordinary Time	page 10
Continuity Projects	page 11
Extending Activities	page 12-14
Assessment Tool	page 15
Unit 1: Scope and Sequence	page 16

*Pflaum*  *Gospel Weeklies*  
FAITH FORMATION PROGRAM


Supplement to the *Pflaum Gospel Weeklies*

# Connecting Gospel and Doctrine

The Christian message centers on Jesus Christ. The Gospels are our primary source for knowing and adhering to Jesus Christ in faith. The *Pflaum Gospel Weeklies* put Jesus Christ at the center of catechesis by building lessons around the Sunday Gospels of the liturgical year. The Gospels are pivotal to catechesis because Jesus Christ is the center of the Gospels.

Catechesis must be centered in the Gospels, "Because the Gospels narrate the life of Jesus and the mystery of our redemption after Christ and the Reign of God that he proclaimed, catechesis will also be centered on Christ if the Gospels occupy a pivotal place within it." Catechesis aims at putting "people... in communion... with Jesus Christ: only he can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity" (*Catechism of the Catholic Church*, 426). All further quotations are from the *Catechism of the Catholic Church*.

## Connecting the Weekly Issue of *Visions* to the *What the Church Believes and Teaches Handbook*

 As you look through this *Teaching Guide*, you will sometimes see a Chi-rho in the margin. This icon is your signal to look at the reference to a section in the *What the Church Believes and Teaches* handbook (WCBT) which came with your subscription to *Visions*. The citation directs you to pages in the handbook that underscore and expand the doctrinal content of the *Visions* issue. You can incorporate the WCBT pages into your lesson, use them as a review of the doctrinal content, or call them to parents' attention as something to explore with their children at home.

failing of many of her members, has not ceased to work for their relief, defense, and liberation" (2448). Also, CCC 561, 1324, 2443-2447, 2462-2463

### 29th Sunday in Ordinary Time

**"It is the duty of citizens to contribute along with the civil authorities to the good of society in a spirit of truth, justice, solidarity, and freedom"** (2239, 2255). "Submission to authority and co-responsibility for the common good make it morally obligatory to pay taxes, to exercise the right to vote, and to defend one's country..." (2240). CCC 1928-1948, 2254-57, 2460

### 30th Sunday in Ordinary Time

**"The Ten Commandments state what is required in the love of God and love of neighbor" (2067).** Jesus summed up our duties toward God in this saying: "You shall love the Lord your God with all your heart, with all your soul, and with all your mind" (2083). "Love does no wrong to a neighbor; therefore love is the fulfilling of the law" (2196). Also, CCC 1968-1972, 2055, 2067

### 31st Sunday in Ordinary Time

**The Sacraments of Holy Orders and Matrimony are directed towards the salvation of others.** They confer a particular mission in the Church and serve to build up the People of God (1534). "The ministerial priesthood differs in essence from the priesthood of the faithful because it confers a sacred power for the service of the faithful" (1592). The ordained ministry is conferred and exercised in three degrees: bishops, presbyters, and deacons (1593). Spouses "are called to grow continually in their communion through day-to-day fidelity to their marriage promise of total mutual self-giving" (1644). CCC 1535-1589, 1591, 1594-1600, 1601-1666

### 32nd Sunday in Ordinary Time

**"The Apostle speaks of the whole Church and of each of the faithful, members of his Body, as a bride 'betrothed' to Christ the Lord so as to become but one spirit with him" (796).** When he comes at the end of time to judge the living and the dead, the glorious Christ will reveal the secret dispositions of hearts and will render to each of us according to our works and according to our acceptance or refusal of grace (682). "The books of the Old Testament bear witness to the whole divine pedagogy of God's saving love: these writings are a 'storehouse of sublime teaching on God and of sound wisdom on human life as well as a wonderful treasury of prayer; in them, too, the mystery of our salvation is present in a hidden way'" (122).

### 33rd Sunday in Ordinary Time

**"The whole of Christ's life was a continual teaching: his silences, his miracles, his gestures, his prayer, his love for people, his special affection for the little and the poor, his acceptance of the total sacrifice on the Cross for the redemption of the world, and his Resurrection are the actualization of his word and the fulfillment of Revelation" (561).** "Human work proceeds directly from persons created in the image of God and called to prolong the work of creation. ... Work is a duty. Work honors the Creator's gifts and the talents received from the Creator" (2427). Also, CCC 426, 2428-2430, 2459-61

### 26th Sunday in Ordinary Time

**"At the heart of catechesis we find ...the Person of Jesus of Nazareth, the only Son from the Father...who suffered and died for us and who now, after rising, is living with us forever."** To catechize is "to reveal in the Person of Christ the whole of God's eternal design reaching fulfillment in that Person. It is to seek to understand the meaning of Christ's actions and words and of the signs worked by him" (426). "The liturgy is the summit toward which the activity of the Church is directed; it is also the font from which all her power flows" (1074). Also, CCC 432, 436, 561; Sabbath, 2168-2172

### 27th Sunday in Ordinary Time

**"Jesus' invitation to enter his kingdom comes in the form of parables, a characteristic feature of his teaching.** Through his parables he invites people to the feast of the kingdom, but he also asks for a radical choice: to gain the kingdom, one must give everything. Words are not enough; deeds are required" (546). Also, CCC 561, 620, 621, 2318-2320

### 28th Sunday in Ordinary Time

**"The Eucharist is the heart and summit of the Church's life, for in it Christ associates his Church and all her members with his sacrifice of praise and thanksgiving offered once for all on the cross to his Father; by this sacrifice he pours out the graces of salvation on his Body which is the Church" (1407).** "Those who are oppressed by poverty are the object of a preferential love on the part of the Church which, since her origin and in spite of the

## Gospel Theme: Jesus calls us to do his word.

*Visions* begins its publication year by focusing on the final Sunday Gospels of lectionary Cycle A, all from Matthew 21-25. In these chapters Jesus is teaching daily in the Temple, often in parables, and confronting scribes, Pharisees, Temple priests, and elders. Jesus' parables invite his opponents to judge themselves; they invite us to do the same.

In Sunday's parable a father asks his two sons to work in his vineyard. The first son refuses to help but changes his mind and does. The second son agrees to help but doesn't.

*Visions* encourages teens to follow the example of the first son who is willing to re-evaluate his choices, to change, and then to live out his new decision. The young people establish guidelines for making their class a learning, loving community.

## Share Our Life Stories

**Objective:** The young people will recognize the importance of doing what they say.

**Opening Prayer** Ask students to think of a special gift they bring to your group. Invite them to be ready to introduce themselves and name this gift.

**Leader:** *Loving God, you call us together to learn more about you, to learn more about one another, and to grow as a community together. Please introduce yourselves and name a gift you bring.*

**Leader:** *Bless our new community and time together. Amen.*

**Objective:** The young people will identify commitments in their lives.

**Cover Activity: Who Depends On You?** Have your young people look at the photos and voice balloons. Ask for a show of hands of those who have made similar commitments. Read aloud the text and questions in the white box. Have your group write their responses on a separate sheet of paper. Invite volunteers to give examples of their responses.

**Story: Difficult Notes (pages 2-4)** Have your class use the illustrations to speculate what the story is about, then read the story alone silently or aloud as a class. Discuss the *TALK* questions on page 3. Answers: **1.** *Pio doesn't want kids his age to stereotype him as old-fashioned because he plays with his grandfather's band. Pio prefers rock music, and his band is booked for the night the mariachi band plays.* **2.** *The canceled gig gives him free time. On his walk home he realizes he and his grandfather both sing because they love it. He also recognizes his grandfather never puts him down. He sings with him out of love.* **3.** *Open-ended.*

## Listen to the Gospel

**Sunday Gospel: The Case of Two Sons (page 4)** Have six students take parts and proclaim the Gospel in drama form. Discuss the *TALK* questions on page 4. Answers: **1.** *The chief*

*priests and elders are like the son who says he will work for his father but doesn't. The tax collectors and prostitutes are like the other son, because everyone can see that they break the Law of Moses, but when they hear of Jesus as the Messiah, they change and believe, just as the son changed his mind and went out to work as his father requested.* **2.** *Jesus wants his hearers to think about their own behavior.* **3.** *Pio is like the first son. He regrets his harshness with his grandfather and offers to sing with him.*

**WCBT, p. 8, A Definition of Faith,** stresses the call to believe in Jesus.



**Definition: Liturgy (page 4)** Read the definition aloud to introduce the feature on page 5.

**Objective:** The young people will discover how they share in the work of the liturgy.

**Our Catholic Faith: What Is Our Work in the Church? (page 5)** Your seventh and eighth graders may have been attending Sunday Eucharist for more than 10 years. As junior high students, they are able to understand more about the structure of the Eucharist and the history and symbolism behind the readings at Mass.

Read this feature aloud together. Take time to examine the chart showing the two main parts of Mass. Future articles will explain individual parts.

**WCBT, p. 23, The Eucharist.** Emphasize the first two paragraphs. Also, WCBT, p. 47.



Divide the young people into pairs or groups of three to discuss together the two questions. Conclude by telling them the vineyard imagery is in next Sunday's Gospel, too.

## Build Christian Community

**Objective:** The young people will establish classroom commitments.

**Living the Gospel: Solidarity: A Promise to Work Together (pages 6-7)** Read aloud the directions for playing *KNOW*. It works like Bingo. Once all the young people complete a K-N-O-W, have them break into threes or fours. Have them fill in the top and bottom squares on the cross individually, then complete steps 3 and 4 together. Conclude by reading the quote from Pope Benedict at the bottom of pages 6-7.

**Catholic Social Teaching** This unit of *Visions* explores many aspects of Catholic social teaching. Pages 13 and 14 of this guide are reproducible activities that expand on the Gospel and lesson themes. These activities are excellent for students who need a break from class time or who learn more concretely.

**Doctrine: Jesus Calls Us to Do His Word (page 8)** Read this feature as a summary of Sunday's Gospel concept.

**Concluding Prayer** Make copies of the *Visions Pledge* on page 12 of this guide and hand them out. Recite the pledge together as a prayer. Have the students post their commitment crosses in a display area one at a time and say aloud one of their commitments. Read aloud Pope Benedict's words again, join hands, and pray the *Our Father* together.

## Gospel Theme: God calls us to grow and bear fruit.

This Sunday, once again, we find Jesus using a parable to get across an important point. A parable works like a mirror. It describes characters in whom we may see ourselves. It describes decisions people have to make that may be like decisions we make.

Like the vineyard tenants, we have choices about how to live our lives fruitfully. *Visions* explores the young people's perceptions of the difficulties involved in choosing to live up to the responsibilities teens face today.

## Share Our Life Stories

**Opening Prayer** Gather the young people in a circle on the floor in your prayer space. The leader remains standing.

**Leader:** *Loving God, our lives are busy and filled with duties and responsibilities. We gather to breathe in and out, clear our minds, and open our hearts. Jesus' own prayer summarizes all he teaches. Let us pray the Our Father together.* Then extend a hand to one student, help him or her up, and ask the person to do the same next until all are standing. Conclude: This symbolizes our support and cooperation for one another.

**Objective:** The young people will investigate the difficulties teens have in acting responsibly.

**Cover Activity: How Am I Responsible?** Invite the young people to look at the photos, mark the checklists, and tell a partner which duties they are especially good at.

**Article: What's Hardest About Being a Teen Today? (pages 2-4)** Read aloud the title and introduction. Ask your young people how they might respond to the question. Have them in groups of three or four read the student responses aloud to each other. Have them identify whose concern is most like their own. Point out the statistics on the pages. Discuss the *Talk* questions. Conclude by having volunteers read one of the 7P's. Discuss as a class which seem most effective. Have students add their own ideas.

## Listen to the Gospel

**Objective:** The young people will interpret Jesus' parable of the tenants and Isaiah's use of vineyard imagery.

**Sunday Gospel: The Parable of the Renters (page 4)** Have six young people proclaim the Gospel. Discuss the *TALK* questions on page 4. **1.** *A renter keeps the ground clear of weeds, the vines pruned, the vineyard protected, so the owner gets a harvest.* **2.** *A renter does all the work each year but doesn't get the full harvest. A renter may not care to keep up property. The owner has all the costs of buying, digging, and planting the vineyard.* **3.** *Have students speculate. Background on page 5.* **4.** *The killing of the vineyard owner's son echoes Jesus' own story.*

 **WCBT, p. 10, Jesus, the savior.**

## Our Catholic Faith: Why Does Jesus Tell Parables? (page 5)

Have the group break into threes or fours. Ask your group what a parable is. Accept their answers. Read aloud the description in the first paragraph. Have the young people take turns reading the rest of the page in their groups. Direct them to discuss and answer the four questions. Review each group's answers aloud as a class. *Note that we don't own the earth but we do need to care for it as God's gift. Explain every Sabbath is a day set apart for appreciating God's gifts.* **Definition: Sabbath (page 5)** Read the definition aloud to conclude the discussion.

## Build Christian Community

**Objective:** The young people will explore characteristics of their faith.


### Living the Gospel: Being a Catholic Christian Means...

**(pages 6-7)** For some this activity may be a review; for others the content may be new. In either case developing brainpower gives teens the capacity to understand Catholic teaching more fully. Following is one way of presenting the activity.

- Have the students take turns reading aloud the 16 ways to complete the title—"Being a Catholic Christian Means..." Invite questions to clarify the statements. Then read aloud the instructions on the blue oval at the top of page 6. Give the students time to fill in five circles. Tally their responses.

- The Commandments and Sacraments activities can be done individually or in pairs. Sacraments answers are G,D,C,B,A,F,E.

- Read the introduction to the *Creed* activity on page 7 aloud. Recite the *Apostles' Creed* together. Then ask students to write quickly their responses to the three questions. This is not a test. It is simply a quick assessment of what these core truths of Christianity mean to the students at this time of their lives. Ask for volunteers to share what they wrote.

- Read the introductory copy under *The Church Has Four Marks*. Marks in this case means characteristics. Have students complete the words identifying the four marks of the Church—one, holy, catholic, apostolic. Have them read in small groups about the marks in **WCBT, p. 13, The Marks of the Church**. Assign a group to report on each mark in their own words. 

- Conclude by asking each student to write a question he or she has about the Church that they would like to have answered and put it in a box you provide. Try to answer the questions yourself in future classes or ask someone else in your parish to come to your class and answer some of them.

### Christian Leaders: Dorothy Day Hospitality Workers (page 8)

Have the young people read this poster page about people who do something to alleviate the problem of hunger. **Doctrine: God Urges Us to Grow (page 8)** Read this feature aloud as a summary of Sunday's Gospel.

**Concluding Prayer:** Ask students for whom and what they wish to pray. Response, "Loving God, hear our prayer." Conclude with a sign of peace.

## Gospel Theme: God sets a table for all people.

In Sunday's Gospel parable, Jesus compares the kingdom of God to experiences familiar to young teens—planning a party, inviting guests, accepting an invitation. When his first guests turn down the king's invitation to a wedding feast for his son, he has his servants invite everyone they can find. The king wants guests—this is the positive message of the parable.

But why does the king send troops to kill the refusing guests and burn their city? Matthew makes an allegory of the parable; he adds a second level of meaning. In this way Matthew uses the parable to think about two happenings: first, the Romans' destruction of Jerusalem and the Temple in A.D. 70; second, why so many more Gentiles accepted Jesus' message than Jewish people. Killing the guests and burning their city refers to the destruction of the Temple. Jesus, the bridegroom, invites all to the feast celebrating his relationship with humankind.

## Share Our Life Stories

**Opening Prayer** Gather the young people in a prayer circle.

**Leader:** *Loving God, you invite us to your table to celebrate Eucharist each week just as families gather at their dinner tables to nourish each other with food and stories. We gather to talk about Jesus' story in the Gospels. You are always with us. Thank you. Amen.*

**Objective:** The young people will recognize that meals express friendship.

**Cover Activity: Who Belongs to Your Circle of Food**

**Friends?** Read aloud the title and directions for this week's cover activity. Give the young people time to talk together and then write or draw with whom they share each kind of food.

**Definition: Hospitality (page 3)** Call attention to the definition. Read it aloud to introduce the story.

**Story: Table of Plenty (pages 2-4)** This week's story is a true description of Sunday night supper at the O'Connor home. Ask students what their best family meal time is. Read the story aloud together. Use the questions on page 4 as a way to start discussion. Discuss the *TALK* questions. **1.** *Guests bring new food, ideas, poems, fun.* **2.** *The dinners build connections and belonging so people want to come.* **3.** *Being able to help cook and participate. The O'Connors like making room for more.*

## Listen to the Gospel

**Objective:** The young people will appreciate that the king invites everyone to the banquet.

**Sunday Gospel: Parable of the Wedding Feast (page 4)**

Have three students take the parts and proclaim the Gospel. Field questions about the king's harshness. Discuss *TALK*. Answers: **1.** *Open-ended.* **2.** *The king wants guests, wants to gather together all who will come.* **3.** *The king invites all kinds of people to his party, not just people who are of his*

*social standing. Luke's family invites people they meet at church, a student from Africa who attends a nearby college, neighbors and friends of neighbors.*

**WCBT, p. 10, The Incarnation.** Jesus is the mediator between God and human beings, the bridegroom in this relationship.



## Build Christian Community

**Objective:** The young people will recognize that the Eucharist is a meal through which Jesus continues his friendship with us.

**Our Catholic Faith: Jesus' Table Welcomes All People (page 5)**

Read together this article connecting the Gospel parable and the Eucharistic meal. Give students time to make their lists of 10 people; then have volunteers share their lists with the class.

**Objective:** The young people will explore ways to fill the table for hungry people in the world.

**Living the Gospel: Who's Hungry in Our World? (page 6)**

Call on volunteers to read aloud the three introductory paragraphs on page 6. Have a bag of pretzels available. Lead the class in the pretzel activity to illustrate the problems of world food distribution.

**A Catholic Framework for Economic Life (page 7)** Read aloud the description of the three tables in the quotation from the U.S. Bishops document on economic life and hunger. Help the students connect the three photos with the three kinds of tables. Then talk through the four legs of the table of plenty. The bishops describe the four legs in their pastoral. Help the young people identify ways each leg touches their lives.

**Leg 1:** Free school lunches, WIC programs for new mothers, food stamps, Earned Income Tax Credit. **Leg 2:** Use local examples. **Leg 3:** Many businesses do projects such as build Habitat homes, collect for food pantries, the Red ad campaign. **Leg 4:** Invite students to share in small groups and then with the whole group.

**WCBT, p. 31, The Common Good of the Human Community.**

Use this summary to underscore the bishops' pastoral.



**Christian Leaders: Father Larry Snyder (page 8)** Read this feature together. Encourage volunteers to find out what Catholic Charities does in your diocese. Go to [catholiccharitiesusa.org](http://catholiccharitiesusa.org) to learn more about poverty in America and our Catholic response.

**Doctrine: God Invites Us All (page 6)** Read this feature aloud as a summary of Sunday's Gospel concept of God's hospitality.

**Concluding Prayer** Gather in a prayer circle. Ask the young people for whom or what they want to pray. Join hands and pray the Church's table prayer—the *Our Father*.

**ACTIVITY ALERT!** This guide has two reproducible masters on pages 13 and 14, which complement the emphasis on Catholic social teaching in this unit of *Visions*.

## Gospel Theme: We obey civil law and God's law.

The Pharisees in Sunday's Gospel want to trap Jesus into taking sides on the controversial question of paying Roman taxes. The Pharisees believe in strictly keeping the Law of Moses as a means of preserving Jewish identity in the midst of foreign rule, so they oppose paying Roman taxes. To question Jesus, they bring with them members of Herod's party, who support paying the taxes.

Jesus traps his questioners, however, by asking to see the coins they have. They show him Roman coins, the kind of money necessary for paying Roman taxes, proof they intend to pay taxes themselves. Jesus' answer, "Give to Caesar what is Caesar's and to God what is God's," calls them and us to obey both civil and religious laws and to examine our allegiances when the two conflict.

## Share Our Life Stories

**Opening Prayer** Gather the young people and ask them to close their eyes and think about a group or relationship they are committed to. How does that allegiance make them feel? Does that allegiance interfere or promote their relationship with God? Have them ponder this as you pray:

**Leader:** *Loving God, you are constant, always there for us. Help us receive your love and spread your positive Spirit into all of our relationships and allegiances. Let us make this class the first step in re-committing to you. Amen.*

### Cover Activity: To Whom Do We Pledge Our Allegiance?

Invite the young people to look at the photos and symbols. Which of them show loyalties they have, too? Ask them to examine the labels on the clothes and shoes they are wearing and draw one of those symbols on the cover.

**Objective:** The young people will explore Catholic social teaching.

**Article: What Is God's? (pages 2-4)** Introduce the article by explaining that the Gospel for Sunday says, "Give to Caesar what is Caesar's and to God what is God's." Have your group notice the headlines behind the title and the highlighted parts in the article. Have them look at the photos while you read aloud the cutlines to introduce Pope Leo XIII, Father John Ryan, and Frances Perkins. Discuss the TALK questions: **1.** *John grew up watching farmers get paid too little for their harvest. He studied moral theology and felt compelled by Pope Leo XIII's idea of a living wage.* **2.** *Frances saw women die in the fire because of poor safety and work conditions. It spurred her to action.* **3.** *Open-ended; answers may include low wages and lack of insurance.* **4.** *Open-ended.* **5.** *In some places sweatshops today are much like those Ryan and Perkins worked to end.*

## Listen to the Gospel

**Sunday Gospel: Give to Caesar and God (page 4)** Have the young people look closely at the coin illustrating the Gospel and read aloud the colored print, which gives background for understanding the Gospel. Assign students to proclaim the Gospel.

Discuss TALK. Answers: **1.** *Jesus knows the Pharisees have already made a decision to co-exist with the Romans and keep their religion, too.* **2.** *By having the coin, they demonstrate intent to pay the tax.* **3.** *We have Christian obligations to care for the poor and we have benefits and obligations in society such as taxes and voting. Sometimes they conflict. Then we must use informed consciences.*

**Objective:** The young people will examine the principles of Catholic social teaching and decide on a class justice activity.

**Our Catholic Faith: The Work for Justice (page 5)** Loudly proclaim the three opening expressions on page 5. Then read with the class the opening four paragraphs. Call on different volunteers to read aloud each principle of Catholic social teaching and its accompanying activity suggestion. Afterward, discuss which suggested justice activity your class might be willing to undertake. Help the young people choose something they can actually accomplish on their own.

WCBT, p. 31, The Common Good of the Human Community. ✱

## Build Christian Community

**Objective:** The young people will assess personal and class priorities in a money-spending simulation activity.

**Living the Gospel: What Is God's? What Is Caesar's? (pages 7-8)** This activity uses money as a vehicle for junior-high students to prioritize some of their allegiances. Provide scissors. Read aloud the first sentence and the instructions below the heading *Personal Spending*. Allow time for students to complete their allowance budgets. Remind them to record their amounts on the budget sheet on page 8, since they will be turning in their paper money.

Then follow the instructions for *Class Spending*. Have the young people place their bills in separate category piles, and tally dollar amounts and percentages on the board or newsprint. After discussing the questions as a class, allow the young people to reflect on them privately. Add as a group to the list of ways to work for fair wages.

**Attitudes: If you received one million dollars, how would you spend it? (page 6)** Read this feature in class. Invite your students' responses.

**Doctrine: We Have Duties to God and People (page 6)** Read this feature aloud as a summary of the Gospel concept of individual responsibility and allegiance.

WCBT, p. 30, Conscience. ✱

**Definition: Justice (page 5)** Call attention to the definition. Have a volunteer read it aloud. Point out how the definition sums up today's Gospel message.

**Concluding Prayer:** Invite the young people to name people or causes for which they wish to pray. After a person or cause is mentioned, lead the students in praying: "Pour out your justice upon us, O God." Conclude by praying the prayer of justice that Jesus taught us, the *Our Father*.

## Gospel Theme: Jesus teaches his law of love.

The Pharisees who question Jesus in Sunday's Gospel want him to comment on the Torah, the Law of Moses which is contained in the Pentateuch, the first five books of the Bible. The Torah contains not only three versions of the Ten Commandments but collections of legal cases as well. The teachers of the Law over the centuries accumulated legal precedents to apply the absolute thou-shalt and thou-shalt-not statements of the Commandments to concrete situations in the people's lives. The Pharisees, the teachers of the Law in Jesus' time, ask him to sift through all 613 accumulated laws and tell them which is most important. Jesus responds by giving his listeners two great commandments that connect love of God, love of neighbor, and love of self.

Rescuer Irena Sendler provides young people an inspiring example of loving one's neighbor as one's self.

## Share Our Life Stories

**Opening Prayer** Gather in the prayer space.

**Leader:** *God of love, you show us your care for us every day. Let us recognize God's love all around us in creation. Today, I have felt your love when \_\_\_\_.* Invite volunteers to share their additions. *Help us show love and care toward one another during this class. Amen.*

**Objective:** The young people will recognize ways people show love and ways loving actions call forth loving actions in return.

**Cover Activity: Love Connects Us** Invite the young people to examine the photos and design of the cover. Read the white box and discuss where love starts and how love connects us.

**Article: The Rescuers (pages 2-4)** Introduce the story by having your group look at the photos, title, and first paragraph, and suggest the theme of the story. Then have them take turns reading the story aloud as a class. Discuss the *TALK* questions on page 3. **1.** *The sense of justice and care that her father instilled motivates Irena. Some families may have reasons for not taking risks, but others find courage to face evil.*

**2.** *People like Irena who act out of love and justice motivate others to confront evil and inspire us to act with compassion and bravery.* **3.** *Open-ended.* **4.** *Help students imagine actions they might take in a crisis.* **5.** *Irena expresses her love of God by treating the Jewish people as she would people of her own religion, an example of loving neighbor as self.*

## Listen to the Gospel

**Sunday Gospel: Two Great Commandments (page 4)** Have three students take the parts of Narrator, Lawyer, and Jesus and proclaim the Gospel. Take plenty of time to discuss the *TALK* questions. **1.** *Share a personal experience first and encourage students to share. Let them know you value their*

*responses.* **2.** *We can't claim to love God without loving creation and the creatures God has loved into being. In Matthew 25, a Gospel coming up in November, Jesus makes clear that what we do for the least among us we do for him.*

**3.** *Love respects the worth of others. We can't value others if we don't value ourselves. Healthy self-regard means we acknowledge and celebrate God's hand in our creation and our lives.* **WCBT, p. 36, The New Law.** ✝

## Build Christian Community

**Objective:** The young people will write and pray Prayers of the Faithful.

**Our Catholic Faith: The Prayer of the Faithful Is Our Prayer (page 5)** Praying for people in need and for our own needs is one way we show love for self and one another. Have the young people read this article about the historical development of the *Prayer of the Faithful*. Brainstorm ideas of people and needs for which class members want to pray. Allow time for the students to write their own prayers. If you teach in a school which celebrates a weekly liturgy, have the young people share their prayers there. Or encourage them to pray them with their families as part of mealtime prayer.

**Definition: Prayer of the Faithful (page 5)** Call on a volunteer to read the definition aloud as a summary.

**WCBT, p. 40, Forms of Prayer.** Identify Prayers of the Faithful as prayers of petition. ✝

**Objective:** The young people will appreciate what a group can accomplish when its members work together.

**Living the Gospel: What Can You Accomplish When You Work Together? (pages 6-8)** Give each class member a small envelope. Read aloud and follow the first column of instructions for the activity. Direct the young people to cut out the pieces carefully so they can form perfect squares. Only one combination of letter-side-up pieces will allow each member of a group of five to form a square. Finish reading page 6, emphasizing the rules. Then have the young people do the activity. Afterward, have them read the Vatican II passage aloud together, page 6. Ask what they learned from the activity about why Jesus calls people as a community rather than only as individuals. *God became one human to start a process of bringing all people into union with God.*

**Doctrine: Jesus Calls Us to Love (page 4)** Read this feature aloud as a summary of this Sunday's Gospel call to love.

**Concluding Prayer** Ask the students to repeat the Act of Love line by line.

O my God, I love you above all things  
with my whole heart and soul,  
because you are all good and worthy of all love.  
I love my neighbor as myself for love of you.  
I forgive all who have injured me,  
and I ask pardon of all whom I have injured. Amen.

## Gospel Theme: Jesus calls us to serve one another.

In Sunday's Gospel Jesus surprises us by reversing common thinking about who is great in the eyes of God. Jesus insists that those who serve are more important than those who gain honor and important positions or those in his time who wear tassels and take the highest places at table. *Visions* explores how a young hockey player who makes a hat trick (three goals) in a playoff game handles an opponent's relentless taunting.

## Share Our Life Stories

**Opening Prayer** Lead the group in singing or saying the Servant Song, especially verses 1-2. See words on page 12. Will you let me be your servant, let me be as Christ to you? Pray that I might have the grace to let you be my servant, too.

We are pilgrims on a journey,  
we are travelers on the road.  
We are here to help each other  
walk the mile and bear the load.

**Objective: The young people will recognize ways they serve in class and teams.**

**Cover: The 1 Who Serves** Have the young people identify what is happening in the photos of service and then respond to the questions in the "1." Have the group form two circles, one inside the other and face each other, then sit. Have them share their responses to a cover question, then have one circle rotate one place and do the next question. Do this for each question.

**Story: Who Wins? (pages 2-4)** Read the story aloud to your class. Assign three strong readers to read each of the possible endings. Discuss which ending of the story the young people like best and why. Use that as a lead in to the TALK questions on page 3. Answers: **1.** *Caleb gives into the anger Nick provokes. Caleb lashes out instead of paying no attention to it.* **2.** *Open-ended; the ref's call is fair. He prevents any more fighting during the hand shake at the end of the game. Some will see the call as unfair—why punish Caleb, who has had a great game, when the ref hasn't called Nick's taunts.* **3.** *Open-ended; Caleb's team won on the score board, however Nick won in that he was able to make Caleb crack.* **4.** *Caleb is exalted leading his team to a victory over his rival's team but humbled in realizing he behaved badly and set a bad example for his team.* **5.** *Have your class form small groups to discuss how Caleb can respond and report to the whole group.*

## Listen to the Gospel

**Objective: The young people will recognize Jesus values service.**

**Definition: Humility (page 4)** Choose a volunteer to read the definition to the class. If the young people are keeping a notebook of vocabulary words, be sure to have them add this definition.

**Sunday Gospel: The One Who Serves Is Greatest (page 4)** Have five young people proclaim the Gospel. Discuss TALK. Answers: **1.** *Jesus criticizes those who don't practice what they preach, who teach humility but act more important than others. Open-ended.* **2.** *Jesus is the teacher; his followers are learners. Jesus wants his followers to serve, not develop pretense and pretend to have all the answers. Open-ended.* **3.** *Open-ended.*

**WCBT, p. 25, Holy Orders; p. 26, Matrimony.** Both sections extend the *Visions* activity.



**Objective: The young people will explore ways God is like a loving parent and we are God's children.**

**Our Catholic Faith: The Bible Uses Word Pictures of Fathers, Mothers, Children (page 5)** Read this feature aloud as a class up to the final paragraph. Give the young people a few minutes to respond to the three questions. Ask for volunteers to share their answers with the class. Summarize by reading the final paragraph from the *Catechism of the Catholic Church* aloud.

## Build Christian Community

**Objective: The young people will appreciate how priests and spouses serve.**

**Living the Gospel: Sacraments of Service (pages 6-7)** Divide the young people into threes or fours. Have them read the feature and respond to the questions together. When everyone is ready, ask groups to share their responses with the entire class. Use the variety in their answers to ask questions and formulate discussion. Invite your priest to participate in this discussion if he is available. If you are not married, invite a married person to participate as well.

**WCBT, p. 30, What Is Virtue?** Help students recognize how habits develop virtues and identify habits they want to work on.



**Attitudes: What famous person do you admire most for his/her service to others? (page 8)** Have the young people read the responses. Ask them to share their own answers.

**Doctrine: Jesus Calls Us to Serve (page 8)** Have the young people read this summary of Sunday's Gospel concept—showing our love by serving others.

**Concluding Prayer** Invite the young people to focus on all they have learned and discussed about service before singing or reciting the words to the *Servant Song* again.



## Gospel Theme: What's wise? What's foolish?

Many early Christians expected Jesus to return in glory in their lifetimes. The Romans' destruction of the Temple in A.D. 70, 40 years after Jesus' death and resurrection, fueled people's expectations that the time had come. But by the A.D. 80s, when Matthew wrote his Gospel, most Christians no longer expected Jesus to return soon.

Sunday's Gospel is a parable stamped with concern about how to live during the delay in Jesus' return. The unexpectedly long delay of the bridegroom in settling the dowry and coming for his bride separates the five wise girls from the foolish ones. Making wise choices is also challenging for young teens who work at defining identities and seeking acceptance. They are sensitive to other people's opinions and so are especially vulnerable to advertising and peer pressure.

## Share Our Life Stories

**Opening Prayer** Gather the young people in your prayer space. Invite them to close their eyes and think: Who are the wisest people you know. What qualities do these people possess that make them wise?

**Leader:** *Loving God, we ask you for wisdom as we begin another class together. Help us focus on you and your message. Let's pray the Our Father together.*

**Objective:** The young people will discover the importance of acting wisely.

**Cover: What Is Wise? What Is Foolish?** Read the introduction at top left. Choose a strong reader to read the modern parable aloud to the class. Ask the young people to share their own wise or foolish stories. You can ask them to create their own modern parables as homework.

**Story: The Right Side (pages 2-4)** Read the story aloud in class. Discuss *TALK* on page 3. Answers: **1.** Louise slowly takes responsibility as the consequences pile up and she faces Josh at the police station. **2.** The scooter doesn't belong to Louise. It's too big for her to handle. Josh told her not to take it. She doesn't have a license. **3.** Louise does not anticipate having an accident, dealing with the police, getting hurt, causing damage to the scooter and the vehicle, the possibility of spending time in juvenile detention. **4.** The officer does what is right. He does not yell at Louise, but he makes her confess what she has done wrong. **5.** Josh makes sure Louise is safe first. He is kind without dismissing the severity of what she had done and has to set right. **6.** Louise is safe and wiser.

## Listen to the Gospel

**Objective:** The young people will explore what the Gospel considers wise.

**Sunday Gospel: Parable of the Wise and Foolish Girls (page 4)** Have four young people take the roles of Narrator,

Jesus, Watcher, and Bridegroom. Divide the rest of the class into two groups—half of them Foolish Girls and the other half Wise Girls. Read the Gospel and then discuss the *TALK* questions. Answers: **1.** Lamps were part of daily life, so the girls should know the lamps may need oil. **2.** Faith, prayer, living Jesus' message. **3.** By living every day as Jesus taught in the Gospels: forgiving people who hurt us, doing homework on time, praying every day, being courteous and helpful at home with our families, doing what we know is right in spite of peer pressure. **4.** Open-ended.

**WCBT, p. 12, The Church.** Jesus will come again and he is the bridegroom worth waiting for.



**Objective:** The young people will understand the purpose of the first reading in the Liturgy of the Word.

**Our Catholic Faith: The First Reading Prepares Us for the Gospel (page 5)** Invite volunteers to read aloud the first column of text on page 5. Ask a student to read aloud *Wisdom Is Worth Waiting for*, Sunday's first reading. Have the group follow the directions in the red arrow to explore how it introduces the theme of the Gospel. Point out the photo of the lamp and read the cut line. Read aloud the rest of the article, and invite questions. Give students time to write their response to the question at the bottom of the page. Share written responses.

## Build Christian Community

**Objective:** The young people will recognize that proverbs are wise saying that give practical advice.

**Gospel Activity: Wisdom Comes to Us in Short Sayings (pages 7-8)** Read the introduction and instructions at the top of pages 7-8. Play several rounds of the game. The matches are as follows: **1.** Prov. 13.20/If you want a friend...; **2.** Sir.12.13/Ask for trouble ...; **3.** Prov. 17.22/Turn that frown...; **4.** Ps. 49.17-18/You can't take it...; **5.** Prov. 13.11/Easy come...; **6.** Prov. 15.27/Honesty...; **7.** Sir. 7.8/Learn from...; **8.** Prov. 18.17/There are two sides...; **9.** Prov. 17.17/A friend in need.

**WCBT, p. 7, Jesus' Word for All Generations.**



**Definition: Wisdom (page 8)** Read the definition aloud to sum up the theme of this lesson.

**Puzzle: Unscramble and Match (page 6)** Allow time in class for the young people to do the puzzle. Answers: *Matthew, Irena Sandler, Liturgy, Wisdom, Servant, Love, Holy Orders, Ordinary Time, Parable, Hebrew.*

**Doctrine: The Word of God Helps Us Grow (page 6)** Read this feature aloud as a summary of the lesson's concepts.

**Concluding Prayer:** Gather the young people in a prayer circle with their copies of *Visions*. Ask for what and whom they wish to pray. Encourage them to pray especially for people and situations that need wisdom. Conclude by reading the Wisdom passage on page 5. The young people can take turns reading a sentence aloud. Exchange a sign of peace.

## Gospel Theme: People's talents reflect God's image.

In Sunday's Gospel parable Jesus challenges his listeners and us today to place ourselves among the three servants in the story. Are we like the two who doubled the money entrusted to them or like the servant who buried the money out of fear of losing it?

Jesus calls us to care for the world and for each other until he comes again. He calls us, and *Visions* calls young people, to use our God-given talents, not bury them.

### Share Our Life Stories

**Objective:** The young people will identify kinds of talents people have and appreciate their own talents.

**Opening Prayer** Gather the young people in the prayer space. Ask them to close their eyes and identify a talent they possess or are working on. Instruct them to share their responses one at a time as part of the prayer.

**Leader:** *Loving God, we are different people with a variety of talents and abilities. We come together to celebrate our differences and our common love for you. Help us recognize our talents and encourage them in one another.* Invite the first young person to share his/her talent. Instruct the group to respond: *You are blessed.*

**Leader:** (When all have shared) *God blesses us with many gifts and talents. Let us share our talents with one another throughout our time together. Amen.*

**Cover: What's Harder?** Ask the young people to fill out the grid individually. Go over their responses as a large group and see what trends emerge. For example, prayer for a friend is easy but praying for an enemy is hard.

**Article: A Talent for the Positive (pages 2-4)** Ask the young people to take turns reading the article aloud. Discuss the *TALK* questions on page 3. Answers: 1. *Singing, dancing, acting, speaking, learning.* 2. *His mother, grandmother, friends, and mentors support T-Rep.* 3. *Take time for your young people to talk about talents people see in them and who encourages them.*

### Listen to the Gospel

**Objective:** The young people will recognize talents require practice to develop.

**Sunday Gospel: The Servant Who Didn't Use a Talent (page 4)** Ask the young people if talents take practice and hard work. Assign six students the parts of Narrator, Jesus, Servants 1, 2, and 3, and Master. Encourage the young people to use facial expressions, gestures, tones of voice, and movements to create each character, and have them proclaim the Gospel. Discuss *TALK*. Answers: 1. *Point out to the young people that in Jesus' time, one talent or silver piece was equal to the amount of money a person worked 15 years to earn. The master may have been disappointed that the servant didn't choose a better investment, but perhaps he would have credited the servant with at least trying. Open-ended.* 2. *He knew the servant had the ability to*

*handle the sum of money well and was disappointed that he had done nothing with it.* 3. *Open-ended—encourage your students to identify one thing they can try during the coming week.*

**Objective:** The young people will explore the value of work.

**Catholic Social Teaching: Work Is One Way Human Beings Grow (page 5)** Identify the work people are doing in the photos. Ask five students to name work they have done today. Read aloud the definition of work at bottom right. Have the young people read the feature alone silently and respond to the questions. Have them share their responses with the class. Encourage them to make connections between talents and human work. Both involve our whole selves, bodies and spirits. Consider assigning this page as homework.

**Definition: Work (page 5)** Have a student read aloud the definition. Point out the three qualities of work expressed in the definition. Stress that, to be worthwhile, the work we do should possess all three.

**WCBT, p. 31, The Common Good of the Human Community.** Emphasize that work is one of the principles of Catholic social teaching, whose purpose is the common good. ✱

### Build Christian Community

**Objective:** The young people will identify qualities of Christian men and women.

**Living the Gospel: What Is an Ideal Man? An Ideal Woman? (pages 6-7)** Read aloud the introduction and directions at the beginning of page 6. Have the class read Sunday's first reading, *An Ideal Wife in Ancient Israel*, by taking turns speaking lines. Have them complete the three questions on page 6, working in pairs. Then follow directions on page 7 for deciding on and discussing characteristics. After groups have compiled their lists, gather as a class to combine, discuss, tally, and analyze ideal characteristics.

Draw on the top-valued qualities for girls and boys to design a brief Christian youth prayer service. Encourage the young people to offer their own prayers of petition and/or thanks. For example: "That all Christian youth may grow in kindness, we pray..." or "In thanksgiving for the kindness of our friends, we pray..." To each petition, invite all to respond, "O God, accept our prayer."

**Christian Leader: Sister Elaine Roulet (page 8)** Read this poster page about a Catholic sister who ministers to women prisoners and their children.

**Doctrine: Each Person Is of Great Worth (page 8)** Read aloud this summary of Sunday's Gospel concept: everyone has useful talents.

**WCBT, p. 30, What Is Virtue?** Conclude by inviting young people to consider what virtues they want to invest their energies in developing. ✱

**Concluding Prayer** Sing an appropriate song everyone knows, for example, "Go Make a Difference" from the *Visions* CD, "With One Voice."

# Continuity Projects

## Becoming Hospitable

Invite your students to become experts at practicing hospitality both at home and in school. Discuss ways they can be more welcoming and inclusive toward others. For example, perhaps someone new to the group needs welcoming; a classmate might need help with homework; a younger child might benefit from the attention of a “big sister” or “big brother”; a family member might need a kind word. Have the young people commit to at least one act of hospitality per week.

## Help the Hungry

*Visions* features two groups who recognized many people go hungry each day and banded together to do something about it. Your *Visions* group may want to take on hunger, too. October is the traditional time for learning about world hunger and November lends itself to seeing that everyone has food for Thanksgiving. Your diocesan Catholic Charities personnel can help you with background and possible sites of service. Young people are adept at searching the internet for projects in which they can participate.

If your group decides it wants to do something to alleviate hunger (or combat homelessness or any other need) have them follow these steps.

**1. Research your project.** Choose an issue that concerns you and decide how you want to address it? Ask—

- What do we want to do?
- What might benefit the most people or make the biggest difference?
- What time can we commit to the project?

**2. Form a team.** Ask for commitments from the *Visions* group. Not everyone may want to participate. Consider involving other young people, adults, and parish or school staff. Ask one of the adults to be the sponsor.

**3. Make a clear plan.** If you are collecting food at the parish liturgies, decide who will make the posters, put the announcement in the bulletin, provide boxes for the food, contact the agency that will distribute the food. If you are raising money for Heifer International or a water project, your plan needs to be more elaborate.

**4. Consider the recipient.** Make sure the people you plan to serve want and need what you can provide. For example, food shelves always get too many cans of cranberries at Thanksgiving time.

**5. Set goals** so you will know success when you see it. One goal may be to involve your whole class in some way. Another might be quantitative in terms of food collected or money raised. Not achieving all the goals can be as educational as actually reaching them.

Any time young people try to work together they learn more about themselves and others. The time and effort you as the teacher put into a project will benefit them as much as your formal class time does.

## Care Kits

Help your young people find out if there are immigrant or refugee children in your area. Check with local Catholic Charities. Then make Care Kits for refugee kids. Decide what should go into the kits: pens, pencils, markers, candy, gift certificates, and so on. Arrange to distribute the kits.

## Prayer Requests

Have quarter-sheets of paper and a box with a lid (for example, a shoe box) available. Invite the young people to use the sheets to write prayer requests they would like the group to include in their prayer together. Have the young people place their requests in the box. Every time you gather as a group to pray, you can draw out a request and include it in your prayer.

## Maryknoll Magazine

Consider enhancing your young people’s understanding of Catholic social teaching by making *Maryknoll Magazine* available to them each month (September to May) for only \$1.00 per person. By ordering in bulk (10 or more copies), you will also receive a colorful poster and lesson plan each month, plus one additional guide for each additional 20 copies. Your young people will find the magazine engaging and challenging. You will find many ways to use its articles to supplement your *Visions* lessons:

[www.maryknoll.org](http://www.maryknoll.org).

# Extending Activities



## Gathering Ritual

**Establish a regular gathering ritual for your *Visions* meetings.**

- Begin by creating a prayer space in your room. Cover a low table with a simple cloth.
- Add seasonal flowers/decorations and a candle if local regulations permit.
- Have a Bible, CD player, and a copy of the *Visions* CD, “*With One Voice*,” available nearby.

**Begin each *Visions* session by having the young people gather in the prayer space.**

- Each week choose one of the young people to light the candle and another to open the Bible to Sunday’s Gospel and reverently place it on the table.
- Play and/or sing a song from the *Visions* CD or another appropriate song, and have the young people join in prayer.

The *Catechism of the Catholic Church* reminds us that prayer should always “accompany the reading of Sacred Scripture so that a dialog may take place between God and us” (CCC #2653). Regularly beginning your students’ weekly sharing of the Gospel with prayer, can be the key that opens the door to that divine dialog.

## VISIONS PLEDGE

I pledge myself  
to grow in faith  
in God,  
in the Church,  
in myself.  
I will grow by  
seeking,  
listening,  
celebrating,  
respecting,  
and choosing to be  
a person of vision,  
a clear-sighted  
follower of Jesus.  
Amen.

## Servant Song

1. Will you let me be your servant, let me be as Christ to you?  
Pray that I might have the grace to let you be my servant, too.
2. We are pilgrims on a journey, we are trav’lers on the road.  
We are here to help each other walk the mile and bear the load.
3. I will hold the Christ-light for you in the night time of your fear.  
I will hold my hand out to you, speak the peace you long to hear.
4. I will weep when you are weeping, when you laugh I’ll laugh with you.  
I will share your joy and sorrow till we’ve seen this journey through.
5. When we sing to God in heaven, we shall find such harmony,  
born of all we’ve known together of Christ’s love and agony.
6. Will you let me be your servant, let me be as Christ to you?  
Pray that I might have the grace to let you be my servant, too.

*Hymnal: A Worship Book* #307; *Gather Hymnal*, #669

Words: Richard Gillard, 1977, alt.

Tune: Richard Gillard, 1977; adapted by *Betty Pulkingham*

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## How Am I Doing?

(Answers to Assessment on Page 15)

Assessment in catechesis can be very useful in helping young people learn about their Catholic faith. Remember, however, that religious faith is much more a matter of conversion and commitment than it is of comprehension.

**Multiple Choice:** 1. c; 2. c; 3. a, b, c, d; 4. a, c; 5. d; 6. a; 7. b, d; 8. b; 9. a.

**Vocabulary Words:** 1. c; 2. g; 3. e; 4. a; 5. f; 6. b; 7. h; 8. d;

# Principles of Catholic Social Teaching

**We are our brothers' and sisters' keepers, wherever they live. We are one human family. This is what solidarity means.**

Solidarity implies acceptance and recognition of the fact that we, as a human family, are interdependent. Solidarity calls us to stand united with the poor and powerless as our own brothers and sisters. Loving our neighbor has global dimensions in an interdependent world.

## What's the Deal?

Everyone loves a deal, even kids your age. When we scoop up a cool shirt or blouse on sale, we figure we've made a real deal. But have we made a *fair* deal? Not always.

Check out this pair of khakis. They sell for \$30.00 at the mall. A real deal, huh? Maybe.

The United States company that markets and sells the pants contracts with a foreign-owned factory (in Southeast Asia or in Mexico) that assembles goods for export. The factory owners pay the workers producing the pants \$0.55 an hour. A worker sews approximately 3.5 pairs of pants per hour on average. Based on this information, figure out the following:

1. Working 10 hours a day, six days a week, how many pairs of the pants does the average worker sew per week? \_\_\_\_\_

2. How much do workers get per pair of pants? \_\_\_\_\_ Per week? \_\_\_\_\_ Per year? \_\_\_\_\_

3. Since the pants retail for \$30.00 at the mall in the United States, what percentage of that retail price does the factory worker make on each pair? \_\_\_\_\_

## The Church Teaches

“Solidarity helps us to see the ‘other,’ whether a person, people or nation, not just as some kind of instrument, with a work capacity and physical strength to be exploited at low cost and discarded when no longer useful, but as our ‘neighbor’ and ‘helper’ to be made a sharer on a par with ourselves in the banquet of life to which all are equally invited by God” (*Sollicitudo Rei Socialis* #39, Pope John Paul II, 1987).

4. The country where the pants factory is located determines that an average family's bare fair subsistence requires about four times the wages received from pants factory work. If wages were quadrupled, how much would a worker make per hour? \_\_\_\_\_ Per pair of pants? \_\_\_\_\_

5. If the U.S. company passed on this increased cost to customers, how much would the pants cost? \_\_\_\_\_

## Discuss

- Would you be willing to pay more for a pair of pants if it meant workers in another country were getting a fair deal for their work?
- Do you think most people from the United States would be willing to do so? Why or why not?
- Who do you think is responsible for making sure that workers make a wage that allows them to support themselves and their families?

1. 210; 2. per pair of pants: about \$0.16, per week: \$33.00; per year: \$1,716.00; 3. 5%; 4. per hour: \$2.20; per pair of pants: about \$.64; 5. \$30.64

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# Principles of Catholic Social Teaching

**Human persons have rights and responsibilities toward one another.**

A right is what is good and proper for human beings to live and develop fully. We all have basic rights. All of us also have a duty to promote and protect others' rights.

Listed below are some rights that belong to everyone. On the lines opposite each right, write how you could express your duty to make sure others have that right.



## The Church Teaches

"...every [person] has the right to life, to bodily integrity, and to the means which are necessary and suitable for the proper development of life. These means are primarily food, clothing, shelter, rest, medical care, and finally the necessary social services" (*Pacem in Terris* #11, Pope John XXIII, 1963).

Every human has rights to

Every human has duties to

a good reputation

(example) refuse to gossip or spread rumors

worship

\_\_\_\_\_

good medical care

\_\_\_\_\_

live without discrimination

\_\_\_\_\_

food

\_\_\_\_\_

shelter

\_\_\_\_\_

clothing

\_\_\_\_\_

employment

\_\_\_\_\_

**Our Rights**

**Our Duties**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Create a **Visions** class bill of rights. List what you consider the basic rights and duties of individuals at school.

# How Am I Doing?

Name \_\_\_\_\_

## A. Multiple Choice Questions

Circle the letters beside all the correct answers.

1. In Jesus vineyard parable, what does the vineyard stand for?
  - a. the Temple.
  - b. a real vineyard.
  - c. God's people.
  - d. the city of Jerusalem.
2. What are the two major parts of the Mass?
  - a. Liturgy of the Word and Preparation of Gifts.
  - b. Communion and Homily.
  - c. Liturgy of the Word and Liturgy of the Eucharist.
  - d. Gospel and Eucharistic Prayer.
3. What does Sunday Eucharist celebrate?
  - a. the sign of Jesus' love for us.
  - b. Jesus' food and friendship.
  - c. Jesus' Body and Blood.
  - d. Jesus' death and resurrection.
4. Which are the two Great Commandments?
  - a. Love God with all your heart, soul, and mind.
  - b. Love one another as I have loved you.
  - c. Love your neighbor as yourself.
  - d. Do unto others as you would have them do unto you.
5. Jesus said, "The greatest among you is the one who \_\_\_\_\_ the rest."
  - a. leads
  - b. watches
  - c. rules
  - d. serves
6. What is the meaning of Jesus' parable of the ten girls?
  - a. Make wise choices.
  - b. Waste not, want not.
  - c. Easy come, easy go.
  - d. Be joyful.
7. God gives us talents to . . .
  - a. keep to ourselves.
  - b. develop and enjoy.
  - c. use for personal advantage.
  - d. help others.
8. Which of the following is not one of the key principles of Catholic Social Teaching?
  - a. Solidarity.
  - b. the human person is independent.
  - c. Option for the poor.
  - d. The human person is social.
9. The Gospels we read about the vineyard, the wedding feast, the Pharisees' trick question, and Jesus' great commandments are from this Gospel.
  - a. Matthew
  - b. Mark
  - c. Luke
  - d. John

## B. Vocabulary Words

Match the following vocabulary words from your *Visions* lessons with their definitions.

- |                           |   |
|---------------------------|---|
| 1. Liturgy                | a. The firm and constant will to give God and neighbor their due.   |
| 2. Sabbath                | b. The virtue that helps us to know our place before God and to be willing serve our neighbor.  |
| 3. Hospitality            | c. The official public worship of the Church.   |
| 4. Justice                | d. The enterprise that gives us purpose and self-worth, helps us become whole persons, and allows us to share in God's creating activity. |
| 5. Prayer of the Faithful | e. The ancient virtue of welcoming and including others.  |
| 6. Humility               | f. The part of the Mass at which we ask God for our needs and for the needs of all the world.   |
| 7. Wisdom                 | g. The seventh day, a day dedicated to God.   |
| 8. Work                   | h. A divine gift that allows us to recognize that there is more to life than meets the eye.   |

## C. Write or Talk

1. What is a wise choice? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. If you could have any talent, what would it be? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How would you use that talent to serve others? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# UNIT 1

## We Are the Body of Christ in Our World

The Sunday Gospels of *Visions* Unit 1 come from Matthew's Gospel, chapters 21-25. Jesus enters the city of Jerusalem in chapter 21. Immediately he angers the chief priests and elders by chasing the buyers and sellers out of the Temple, then teaching and healing the sick in its courtyards where he meets and debates other Jewish teachers.

In his ensuing conflicts Jesus tells parables rather than confront the priests and elders directly. His listeners can judge themselves in deciding which son fulfills the Father's request

to work in the vineyard, what an owner should do with tenants who withhold his share of the harvest, or what a king whose invited guests refuse to come to a wedding feast should do.

A parable is a short symbolic story from everyday life. For people in Jesus' time and for *Visions* students today, parables work like mirrors in which we can see ourselves in the characters, their actions and choices. Two parables invite us to consider how we stay ready for Jesus' coming in glory—how do we keep our lamps lit and how do we invest our talents.

The teachers who confront Jesus with tricky questions call forth some of his most basic teachings for *Visions* classes to explore. What is the greatest commandment among the 613 laws of the Old Testament? What belongs to God the Christian community? What belongs to God and what belongs to Caesar?

*Visions'* stories and activities encourage young people to put the Gospels and Catholic social teaching into action, to develop habits that are wise and virtuous, to live the great commandments. They are the Church, Christ's body, in the world.

Date/Sunday	Gospel Theme	Bible	Catholic Social Teaching	1 Creed	2 Sacraments	3 Life in Christ	4 Prayer
September 25, 2011 26th Ordinary Time	Matthew 21.28-32 God's Call	Sabbath	Solidarity	Jesus calls us to do his word.	Liturgy of the Word Liturgy of the Eucharist	Keeping the Sabbath Learning as a community	<i>Our Father</i>
October 2, 2011 27th Ordinary Time	Matthew 21.33-43 What harvest does God expect?	Parables; vineyard imagery	Option for the poor Dorothy Day	God calls us to grow and bear fruit. <i>Apostles' Creed</i> <i>Marks of the Church</i>	The Church 7 Sacraments	Peer pressure 10 Commandments	<i>Our Father</i>
October 9, 2011 28th Ordinary Time	Matthew 22.1-14 Wedding Feast	Parable	Option for the poor Catholic Charities	Jesus sets a table for all people.	Eucharist: Jesus' table welcomes all	Option for the poor; feeding the hungry Table of plenty	Prayer of Petition <i>Our Father</i>
October 16, 2011 29th Ordinary Time	Matthew 22.15-21 Caesar & God		Seven principles of Catholic Social Teaching	We obey civil law and God's law.		Rights and responsibilities Duty to the poor	Justice Prayer
October 23, 2011 30th Ordinary Time	Matthew 22.34-40 Great Commandments	Law of Moses	Solidarity	Jesus teaches his law of love.	Eucharist: <i>Prayer of the Faithful</i>	Great Commandments Cooperation	Vatican II Prayer Act of Love
October 30, 2011 31st Ordinary Time	Matthew 23.1-12 Servers Are Greatest	Images of God in Old and New Testaments	We are our brothers' and sisters' keepers	Jesus calls us to serve.	Sacraments of service: Holy Orders, Marriage	Spouses care for one another. People who serve us; ways to serve	Servant Song
November 6, 2011 32rd Ordinary Time	Matthew 25.1-13 Wise and Foolish Girls	Wisdom literature in Old Testament		Jesus is the wisdom of God.	Eucharist: First Reading	Wise sayings today	Wisdom 6.12-16
November 13, 2011 33rd Ordinary Time	Matthew 25.14-30 Talents	Proverbs 31	The dignity of work; and worker rights	Jesus calls us to use our talents.		Talents; Ideal Christian	Christian Youth Prayer Service