

26th Sunday in Ordinary Time
through the 33rd Sunday in Ordinary Time
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VISIONS

Teaching Guide

Unit 1: Following Jesus' Teaching

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Connecting Gospel and Doctrine

Jesus Christ is the energizing center of evangelization and the heart of all catechesis,” says the *National Directory for Catechesis*. “Jesus Christ is at once the message, the messenger, the purpose of the message, and the consummation of the message” (NDC 4). Jesus still speaks to us in the Gospels, our primary source for encountering him and his message. “The Gospels transmit the life, message, and saving actions of Jesus Christ and express the teaching proposed to the first Christian communities” (76).

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 the heart of all the Scriptures “because they are our principal source for the life and teaching of the Incarnate Word, our Savior” (CCC 125).* Through this Gospel-centered catechesis, we can “enter into the mystery of Christ, and discover ourselves and the meaning of our lives in him” (55). In the Sunday Gospels this fall, the children will encounter Jesus as a man of prayer and prophet of good news for the poor.

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

✠ As you look through this Guide, you will sometimes see a Chi Rho in the margin. This icon is your signal to look at the brackets where the Chi Rho appears. Within the brackets you will see a bold-faced citation, for example, **[Follow, page 31]**. This citation directs you to the section in *What the Church Believes and Teaches* that expands on the theme of the issue of *Visions*. Be sure to explore this section with the children to discover how the *Catechism* treats this theme for people their age.

26th Sunday in Ordinary Time

“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 failings on the part of many of her members, has not ceased to work for their relief, defense, and liberation through numerous works of charity which remain indispensable always and everywhere” (CCC 2448). How can we not recognize Lazarus, the hungry beggar in the parable, in the multitude of human beings without food, a roof or a place to stay? How can we fail to hear Jesus: “As you did it not to one of the least of these, you did it not to me”? (Matthew 25.45; CCC 2463).

27th Sunday in Ordinary Time

Human beings are unique in creation because they alone can offer a response

of faith to God’s initiative of love. Catholic doctrine distinguishes between two dimensions of faith, both a gift of God: “the faith *by which* one believes and the faith *which* one believes” (45). Faith is one’s personal adherence to God, a relationship; we trust God is and loves us. Faith is also free assent of one’s intellect and will to all God’s revelation in creation, in Israel’s history, and in Jesus, and to the teachings of the Church.

28th Sunday in Ordinary Time

Prayer is the living relationship of the children of God with God who is good

beyond measure, with God’s Son Jesus Christ, and with the Holy Spirit. The life of prayer is the habit of being in the presence of God

(CCC 2565). Blessing expresses the basic movement of Christian prayer, an encounter between God and us.

29th Sunday in Ordinary Time

The Gospel according to St. Luke emphasizes the actions of the Holy Spirit

and the meaning of prayer in Christ’s ministry (CCC 2600). The parable of the persistent widow stresses “it is necessary to pray always without ceasing and with the patience of faith” (CCC 2613). The call to social justice is embedded in the Gospel message of Jesus Christ, who came “to bring good tidings to the poor . . . liberty to captives, and recovery of sight to the blind” (NDC 170). Christian life involves fostering the works of charity (meeting the immediate needs of those who are poor and vulnerable) and works of justice (working to address the injustices that exist in the systemic and institutional organizations of society) (NDC 104).

30th Sunday in Ordinary Time

Prayer is the raising of one’s mind and heart to God.

Humility is the foundation of prayer (CCC 2559). The first movement of the prayer of petition is asking forgiveness, like the tax collector in the parable: “God, be merciful to me, a sinner!” (CCC 2631) Prayer is a living encounter with God; it is covenant and communion (2562-65). The Holy Spirit, who teaches the Church and recalls to her all that Jesus said, also instructs her in the life of prayer, inspiring new expressions of the same basic forms of prayer: blessing, petition, intercession, thanksgiving, and praise (CCC 2644).

31st Sunday in Ordinary Time

For the Christian *metanoia* (conversion) reorients all aspects of the person’s life

to Christ. This conversion is the acceptance of a personal relationship with Christ, sincere adherence to him, and a willingness to conform one’s life to his. Conversion to Christ involves making a genuine commitment to him and a personal decision to follow him as his disciple (NDC 48).

32nd Sunday in Ordinary Time

Catholics firmly believe, and hence hope that, just as Christ is truly risen

from the dead and lives forever, so after death the righteous will live forever with the risen Christ and he will raise them up on the last day (CCC 989). Hope in the bodily resurrection of the dead established itself as a consequence intrinsic to faith in God as creator of the whole person, soul and body (CCC 992). We believe in God who is creator of the flesh; we believe in the Word made flesh in order to redeem the flesh; we believe in the resurrection of the flesh, the fulfillment of both the creation and the redemption of the flesh (CCC 1015).

33rd Sunday in Ordinary Time

Jesus Christ is Lord: he possesses all power in heaven and on earth.

In him human history and indeed all creation are set forth and transcendently fulfilled (CCC 668). We are united in communion with all the baptized, a communion that is nourished at the table of God’s Word and the table of the Eucharist. There is no reason to be afraid, for Christ has breathed his life-giving Spirit, the Teacher within, on his followers and has given his own mother, the star of evangelization, to accompany us (NDC 298).

Gospel Theme: Jesus calls us to act justly.

In Sunday's Gospel a beggar lies at a rich man's gate, but the rich man never even gives him scraps from his bountiful table. Life after death reverses the fortunes of the two men—the suffering beggar finds comfort in heaven; the well-fed rich man suffers without even water.

The rich man wants Abraham to send someone to warn his brothers. But Abraham says people who don't listen to Moses or the prophets won't listen to one who rises from the dead—as Jesus did. The Hebrew and Christian traditions agree. We are to show the same caring love God has for us to people around us, especially the poor. Young people can participate in their civic and church communities to work for the common good.

Share Our Life Stories

Opening Prayer Read the directions on page 12 of this guide to prepare a prayer space and ritual to use each week. Make copies of the *Visions Pledge* on the same page and begin the class by saying the pledge together. Encourage the young people to keep the pledge and say it on their own throughout the year.

Objective: The young people will identify the Spirit of St. Francis.

Cover: Who Notices? Distribute *Visions* and give the young people time with the cover activity. Have them work in pairs to fill in the blank ovals with what their own parish notices and acts on. Possible answers: *visiting the sick, clothing collections, grief groups, homeless shelters.*

Article: The Spirit of St. Francis Lives (pages 2-4) Ask the young people what they know about St. Francis of Assisi. *His love of poor people and animals, the Prayer for Peace, Franciscan religious communities.*

Divide the class into two groups. Have the first group read page 2 together and prepare answers for *TALK* questions 1-2. The second group reads, "Assisi 1943," pages 3-4, and prepares answers for *TALK* questions 3-4.

Have each group present a summary of their story and the interpretation the questions ask for. Then ask volunteers to read the Q & A on page 3. Discuss how Pope John Paul II continued the Franciscan spirit in Assisi.

Listen to the Gospel

Objective: The young people will recognize that Jesus calls us to act justly.

Sunday Gospel: The Rich Man and Lazarus (page 4) The Gospel is the focal point of each *Visions*, so be sure the young people give the Gospel the time and attention it deserves. Proclaiming the Gospel in drama form invites young people to step into the story and take up conversation with Jesus

directly. Choose four strong readers to proclaim the parts of Narrator, Jesus, the Rich Man, and Abraham. Discuss *TALK*. Answers: **1.** *Many comfortable people don't notice that someone else needs help. The rich man could have given Lazarus food and cleaned his wounds.* **2.** *The abyss is a chasm or gap that symbolizes the evil of not seeing others' needs.* **3.** *The neighborhood or country where we live, our self-involvement, our fear of people, separate us from the poor.* **4.** *Open-ended; answers may include Catholic Relief Services, Bread for the World, Heifer International. Include local and parish services.* [Follow, page 31]



Objective: The young people will recognize the Old Testament prepares us for the Gospel.

Our Catholic Faith: Amos Warns the Complacent (page 5)

The Catechism of the Catholic Church reminds us that our Catholic faith was prefigured in the Old Testament (CCC1093). The *Our Catholic Faith* feature often features our ancestors in faith as they appear in the Sunday readings. Use the timeline at left to place Amos in Israel's story. Explain *B.C.* means *Before Christ*. Keep the timeline to use throughout the year. Ask how the Israelites Amos addressed were acting complacently, not noticing God's gifts to them and not noticing their responsibility to help others. Read the rest of the feature aloud together and discuss the question at the end as time allows.

NOTE: If the young people need a refresher on how to look things up in the Bible, there is a review on page 14 of this Teaching Guide.

Definition: Eucharist (page 4) Ask your students how the Eucharist, in which bread is broken and wine poured out, is the sign that Jesus' love invites them to share with others.

Build Christian Community

Objective: The young people will get to know others in their class or group.

Living the Gospel: Discover What You Have in Common (pages 6-8) This activity invites young people to learn about the faith and lives of others. Encourage them to form groups of four with others they don't know very well. If they already know one another, the questions will still serve as springboards for further discussion.

Doctrine: Jesus Calls Us to Recognize Others (page 6) Have the young people read and reflect on this summary of the Gospel's challenge to share what we have with others.

Concluding Prayer: Faith Journey Prayer Service (page 8) Have a paper cross ready to sign. Celebrate the prayer service.

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Gospel Theme: What power does faith give?

Faith cannot be measured, as the disciples learn in Sunday's Gospel. Even a little faith is powerful. Faith in Jesus is not for uprooting trees or other dazzling displays of divine power. Our faith in Jesus gives us the power to believe in ourselves and in our Christian actions of forgiving, sharing, and loving.

In Jesus' time, masters were masters, and slaves were slaves. Masters didn't sit down to eat with slaves. Jesus uses this class difference to make a point. If the master is God and the servants are disciples, his parable critiques disciples who want to move up the ladder into God's place. Service is the ordinary duty of his followers.

In this lesson the young people discover the faith they have in themselves, identify what they're good at, and decide how they want to spend their time and energies. They share their faith in themselves, in God and in each other.

Share Our Life Stories

Objective: The young people will explore the meaning of faith.

Opening Prayer Gather in the prayer space. Invite the class to sit quietly, breathe deeply, and clear their minds of worry and stress. Focus the group by saying, "Loving God, help us to understand you and our relationship with you. Give us the understanding and desire to increase our faith. Amen."

Cover Activity: What Is Faith? Distribute *Visions* and give the young people a minute to look at the photos. Have them describe how the people in the photos are expressing their faith. *Boy at top right is receiving Holy Communion; Buddhist monk is meditating; Jewish boy is processing with the Torah at his Bar Mitzvah; the Muslim girls are wearing head coverings that witness to their faith in Islam.* Let the young people answer the six questions on their own, then ask for a show of hands for each answer.

Objective: The young people will explore what helps them believe in themselves.

Story: Scrimmage at Burger Shack (pages 2-4) This cartoon story deals with more than a young teen experiencing extortion at the hands of older, bigger kids. It's about a boy who needs to have faith in himself, to realize what he's good at and how he wants to spend his time and energies. Have the young people read this story aloud as a class, in pairs of weak and strong readers, or alone silently. Then lead a group discussion. One nonthreatening way to start discussion is the question, "How'd you like it?" Get a response and then ask, "What was believable in the story? Could this really happen?" Accept each person's point of view. Discuss *TALK*, page 3. Answers: **1.** She thinks it's a good way to make friends. **2.** Bullying Tom builds Ed up. Open-ended. **3.** Tom is honest and hardworking. He can make better friends. **4.** His mother has faith in Tom's ability to decide what he

wants to do. Tom stands up to the bullies, quits a sport he doesn't like, and goes for one he does.

Listen to the Gospel

Definition: Sunday (page 4) Ask what Sunday has to do with Christian faith. Read the definition. Ask the young people how they and their families celebrate Sunday.

Sunday Gospel: Jesus Calls Us to Believe and Act (page 4) Ask the class to read the part of Disciples together and assign two volunteers to proclaim the parts of Jesus. Discuss *TALK*. Answers: **1.** They may want to do miracles like Jesus or may realize that being a follower of Jesus demands great faith. **2.** Faith as big as a mustard seed or just enough to get started. **3.** Servants look out for the welfare of others. Our duty is to care for each other.

Objective: The young people will connect Paul's first-century words to Timothy with the work bishops do today. Our Catholic Faith: Paul Advises Timothy How to Lead New Christians (page 5) The second readings for the Sundays of October are from Paul's second letter to Timothy. *Visions* connects Paul's words to Timothy with the work of ordained leaders in the Church today. Read aloud the first paragraph. Then ask one person to proclaim the reading from Timothy. The young people read the rest of the feature and complete the checklist.

Build Christian Community

Objective: The young people will reflect on the meanings of the word faith.

Living the Gospel: How Is Faith at Work in Our Lives? (pages 6-7) This activity will help the young people expand their understanding of faith. Do the *What is Faith?* section together, allowing time for the class to fill in the ovals and discuss the question at the bottom. To believe can mean to hold an opinion, a truth, or a theory. It can also mean to commit to a relationship. Discuss your answers aloud as a group, and tally which are the most common choices for each answer. [**Believe, page 8**]

Have the young people pair off for the *Faith Interview* and *What is Faith in Each Other?* If time allows, discuss answers in a group.

Attitudes: Has Someone's Faith in You Made a Difference? (page 8) *Visions* will include several reader-response pages this year. Have your class compare their answers with those on page 7.

Doctrine: Faith in Jesus Gives Us Power (page 8) Have the students read this summary of Sunday's Gospel concept—faith connects us with God's own power.

Closing Prayer Gather in a circle. Ask the students to be quiet for a moment and realize they are in God's presence. Share one of your own responses to the *Faith Interview* and ask volunteers to do the same. Conclude with the *Our Father*.

Gospel Theme: Whom does God choose?

The leper who returned to thank Jesus in Sunday's Gospel was an outsider in several ways. Leprosy can be controlled today, but in Jesus' time it was dreaded, contagious, and legally obligated the leper to live apart from his family.

The leper's Samaritan nationality made him a foreigner and heretic. The people who lived in Samaria were northern tribes of Israelites until 721 B.C. Then the Assyrians defeated and deported many of them. Assyria colonized the area, and its people intermarried with the Israelites who were left. When Israel's southern tribes returned from their own exile in the late 500s B.C., they refused to let the mixed-blood Samaritans help them rebuild the Temple in Jerusalem. So the Samaritans built their own. Most Jews considered them outside the community of the Law. In reaching out to the Samaritan leper, Jesus shows God's love is for everyone.

Visions this week focuses on who's an insider and who's an outsider—big issues for teens.

Share Our Life Stories

Objective: The young people will explore what makes insiders and outsiders.

Opening Prayer Gather the class in a circle in your prayer space. Ask them to number off by twos. Ones sit facing the inside of the circle; twos sit back-to-back with the ones. Ask what will be hard about praying together this way. Now form one circle facing one another. Pray, "Loving God, help us to recognize the benefit of joining together as a learning community. Help us include everyone and encourage others to reach their potential. Amen."

Cover Activity: What Makes Outsiders? Read aloud the title and directions. Allow the young people time to circle their five choices, adding others of their own in the surrounding space. Have volunteers share their choices. Discuss as a class what contradictions they notice among qualities they chose. Ask how a quality that makes a person "in" in one group might make that same person "out" in another.

Story: Hate Mail (pages 2-4) Read the story aloud in class. Discuss *TALK* questions on page 3. Answers: **1.** *Winner considers immigrants, kids of color, kids with learning disabilities, and weight issues to be "losers." He or she is probably insecure or frightened.* **2.** *Open-ended. Printing the letter brings out how many kids agree. Dawn takes on the challenge of using her column to stop hate attitudes.*

3. *Open-ended.*

Listen to the Gospel

Objective: The young people will understand what Jesus teaches about insiders and outsiders.

Sunday Gospel: Jesus Heals Ten Lepers (page 4) Have four young people take the parts of Narrators 1 and 2, Jesus, and

Healed Leper. The rest take the Lepers' part. Discuss *TALK*. Answers: **1.** *They stand at a distance from Jesus. Jesus questions why a Samaritan is the only one who thanks him.* **2.** *Perhaps when Jesus showed concern for him, this double-outsider was especially grateful. The other nine have probably gone to reconnect with their families; they take Jesus for granted.* **3.** *Open-ended.*

Definition: Church (page 4) Recall the definitions of Eucharist and Sunday. Then, read aloud this definition. Explain that the Church is most itself when it gathers to listen to the Gospel and to celebrate Eucharist together.

Build Christian Community

Objective: The young people will understand what Jesus teaches about insiders and outsiders.

Living the Gospel: What Does Jesus Teach About Insiders and Outsiders (pages 6-7) This week's activity is a Bible study of the Good Samaritan parable. The Church reads this parable on a summer Sunday, so *Visions* users don't get the opportunity to explore it. However, Jesus' awareness of the Samaritan leper who returned to thank him opens the door for a look at his attitude towards outsiders.

The activity has three parts. Read the first part, page 6, aloud together. Give the young people time to highlight the map. Read the parable of the Good Samaritan, part two of the activity, yourself. The students listen and speculate as to the actions of the characters. Discuss the three questions in the box. Then read *Create a Skit* aloud together. Make sure the young people understand what they are to do, then break them into groups and let them create! If you don't have time to view each skit this week, take time out of next week's lesson.

Objective: The young people will appreciate the Sacrament of Holy Orders.

Our Catholic Faith: Bishops, Priests, and Deacons Serve the Christian Community (page 5) This is the second part of *Visions'* two-part feature on Holy Orders. Give the young people time to read this feature and research the three assignments on their own or assign a few to research each assignment. Have them report their findings at a future class date. [Praise, page 25]



Objective: The young people will meet a man who lives out his faith in Jesus and the Gospel.

Christian Leader: Bread for the World (page 8) *Visions* regularly profiles people and organizations who show us ways to live the Gospels and join in seeking justice. Read the page together. Decide as a class how you can contribute to easing world hunger.

Doctrine: Whom Does God Choose? (page 8) Read aloud this summary of the Gospel concept of the universality of God's call to friendship.

Closing Prayer Gather in a prayer circle. Imitate the leper by giving thanks for blessings in your lives.

Gospel Theme: For what do I keep asking?

This Sunday Jesus makes a widow an example of someone who knows what she wants and gets it through persistent asking. By having an unjust judge do justice in the story, Jesus dramatizes how much more willingly God will listen to our persistent asking in prayer. Having to ask God for what we want and need can help us clarify what is really important.

Visions shows how persistently pursuing a goal can be the surest test of its worth and can help us see when we should set our sights higher or change direction. The *Gospel Activity* shows that even when we can't change a situation we can change our response to it.

Share Our Life Stories

Objective: The young people will recognize the importance of being persistent in life and in prayer.


Opening Prayer Gather the young people and ask them to focus on where they need God's assistance as they repeat this prayer after you. "Dear Jesus, I offer you this week, all I think and write and speak!"

Cover Activity: Persistence Pays This week's cover shows images the young people will recognize. *From top left clockwise:* The Blind Side, the story of football player Michael Oher; Susan B. Anthony, champion of women's suffrage; Olympic gold medalist Lindsey Vonn; Gandhi; a famous children's book; young people protesting racism in the 1960s. Give the young people time to study the cover, then ask how each image illustrates persistence. What happened because the person(s) kept at it?

Article: Prayer is Responding to God's Love (pages 2-4) Invite volunteers to take turns reading aloud the introduction of page 2. Ask them for examples of persistence.

Assign four readers to dramatize the interview on page 2. Ask: How does comparing praying to Olympic training help you see the value of persisting in prayer?

The prayer article explores three ways to pray. Divide the class into three groups: centering prayer, nature, and journaling. Give the groups time to read and prepare a presentation; then have them present their way of praying to the whole group.

 Conclude by reading Jesus' advice on page 4. Pray the *Our Father* together. [Prayer, page 39]

Listen to the Gospel

Sunday Gospel: Jesus Tells Us to Keep Asking (page 4)

Have four readers proclaim the Gospel. Consider having the widow and judge expand the parts as implied in the story. Discuss *TALK*. Answers: **1.** The widow may be asking to keep her property or receive money owed her. **2.** The widow gets her rights by hounding the judge. **3.** Open-ended. **4.** Like the

judge, God is powerful and pays attention to the persistent. Unlike the judge, God is not arrogant or disrespectful. **5.** Open-ended. Consider having your young people journal their responses.

6. Open-ended.

Objective: The young people will become familiar with Moses, an ancestor in faith.

Our Catholic Faith: Moses Serves as a Mediator (page 5)

Before beginning this feature, ask the young people if they can explain the illustration. *Moses hears the voice of God from the burning bush. He takes off his shoes because this is a holy place. The voice says God's name, Yahweh, which the Hebrew letters in the illustration spell.*

Read the first two columns aloud together. Assign a good reader to read this Sunday's first reading in the right hand column or read it yourself. Ask the young people to show you with their hands and bodies how Moses, as well as Aaron and Hur, influenced the outcome of the battle. Conclude by reading the definition of mediator in the box and using it to describe both Moses and Jesus.

Definition: Mediator (page 5) Recall for the young people the words of consecration in which Jesus speaks of a new covenant in his blood.

Build Christian Community

Objective: The young people will discover how to respond to situations in a Christian manner.

Living the Gospel: Are You Assertive, Aggressive, or Passive? (pages 6-7) Young people face situations that demand they respond in mature, Christian ways. Read the introductory copy on page 6 and be sure students know the difference between assertive, aggressive, and passive before continuing with the activity. Point out that finding the right response is like finding balance on a scale. Assertive behavior finds a healthy balance between aggressive and passive. Read the directions to *Find the Balance* aloud. Encourage students to form partners with someone they don't know very well or number off 1, 2, 3, 4 to break up groups of friends. Bring the class together after the game to discuss how the different behaviors helped or hurt.

Doctrine: Keep on Praying (page 6) Read aloud as a class this summary of the Gospel concept of asking always and repeatedly in prayer for what we need.

Concluding Prayer Gather in a prayer circle. Students close their eyes and imagine they are the widow who is coming one more time before the judge to demand her rights. Have them imagine what it is they need to ask God for again and again. Let them make those petitions aloud or silently. Conclude with the *Our Father*.

Gospel Theme: Who is good?

Bible scholars say Jesus had more in common with Pharisees than with any other religious group of his time. Pharisees were the religion teachers of the time, who taught most Jews their spiritual traditions and challenged them to apply the Law to everyday moral issues. In Sunday's Gospel Jesus is not criticizing the values and beliefs of a whole religious group. He is instead criticizing an individual Pharisee's self-righteous attitude.

In order to say who he is, the Pharisee in this Gospel has to put down a tax collector who also comes into the Temple to pray. All of us, including young people, frequently do the same thing—put other people down to build ourselves up. The Gospel forces us to examine stereotypes. It forces us to open ourselves to God and those around us.

Share Our Life Stories

Objective: The young people will evaluate stereotypes of boys and girls.

Opening Prayer Ask the young people to write down the name of someone they would like to pray for, fold the paper, and write their own names on the outside. Invite them to come forward one-by-one and place those papers in the center of the prayer space. The group says, "Loving God, hear our prayer," with each addition.

Cover Activity: Who's So Great? This cover activity tackles the question—who is greater, males or females? The answers—especially when the young people have to answer what's great and not so great about the opposite sex—should lead to a fascinating class discussion. List responses on the chalkboard or on sheets of paper. Ask the class what each gender can do to help the other become greater.

Objective: The young people will recognize all people are equal in God's eyes.

Story: The Shrinking Beast (pages 2-4) Ask your group how tall they were in 4th grade, 5th grade, and 6th grade. These are years of uneven growth spurts, which can make you tallest in the class one year, and shortest the next. Ask the students to speculate from the title, illustrations, and large print opening sentences what the story is about. Read the story aloud or in groups of three or four. Discuss the *TALK* questions on page 3 as a large group. Answers: **1.** *Chris is young and still developing his skills. However, his height makes him better than the other players.* **2.** *Chris was excited about winning, but felt Spader was more deserving.* **3.** *The little place in his heart is probably a bruised ego.* **4.** *Open-ended.*

Listen to the Gospel

Objective: The young people will explore the leaders of Jesus' time

Our Catholic Faith: Who Was the Ideal Jew of Jesus' Time? (page 5) This article provides background for understanding

Sunday's Gospel, so plan to read page 5 before proclaiming the Gospel. Read the feature aloud together. Allow time for the students to write the prayers. If the young people are interested in learning more about the religious groups of Jesus' time, encourage them to read John L. McKenzie's *Dictionary of the Bible* (New York: Macmillan, 1965).

Objective: The young people will explore what makes a prayerful attitude toward God.

Sunday Gospel: The Pharisee and the Tax Collector (page 4) Choose four readers to take the parts of Narrator, Jesus, Pharisee, and Tax Collector and proclaim the Gospel. Discuss *TALK*. Answers: **1.** *He is a Jew and a male human being. He is better because he is not greedy, dishonest, or an adulterer; he fasts regularly and tithes according to the Law.* **2.** *The Pharisee thinks God should appreciate him.* **3.** *The tax collector knows he needs forgiveness.* **4.** *The Pharisee thanks God for being better than the tax collector. The tax collector's prayer is humble and sincere—he doesn't build himself up or put anyone else down, just opens himself to God and asks for mercy.*

Definition: Prayer (page 4) Read this definition after you have completed the Gospel discussion. It summarizes the Gospel concept of prayer as awareness and praise of God.

Build Christian Community

Objective: The young people will discuss popular and unpopular ideas.

Living the Gospel: What Is True? What Is Not? (pages 6-7) Holding values consistently among friends and classmates is something young people work on all through their teenage and young adult years. Read aloud the introduction and directions for this activity, which is designed to show us how wanting to win can change what we think, just as wanting to be popular can change what we will stand up for. Follow the six directions for the game. If you have time, play two rounds. Then discuss as a class these three questions:

1. How did wanting to win affect your decisions about whether a statement was right or wrong?
2. What ideas given in the game did you challenge?
3. How does wanting to belong affect your choices and ideals in real life? **[Follow, page 29]**

Puzzle: Gospel Word Scramble (page 8) Allow time for the students to complete the puzzle in class or encourage them to do it on their own. Answers are on page 5.

Doctrine: Every Human Being Has Dignity (page 8) Read this feature aloud in class as a summary of the Gospel concept of equality in God's eyes.

Closing Prayer Read the words of the *Prayer of St. Francis* together, page 12 of this guide. Distribute the folded petitions you gathered in the opening prayer.



Gospel Theme: Jesus searches out sinners.

In the Gospel for this Sunday Jesus enters the life and home of Zacchaeus. Zacchaeus, a cheat and a sinner in the eyes of his neighbors, is a human being who can change and grow in Jesus' eyes. His story reminds us that Jesus came to gather all people into his love.

Visions explores our perception of sin and sinners. Just as Jesus makes a choice about how to treat Zacchaeus, a teenage girl has to make a choice about judging a pregnant girl at her school. Spreading the news of the unexpected pregnancy will put the gossiping girl in center of the social scene, but it will hurt the pregnant teen and her family.

Share Our Life Stories

Objective: The young people will recognize ways our encounters with others call us to change and grow.

Opening Prayer Invite the young people to close their eyes and think about relaxing with their families, then about relaxing with their peers. Encourage the young people to identify when they are most at ease with God.

Pray, "Loving God, I am grateful for the supportive people in my life and the support you give me when people are challenging. I ask for the wisdom to make good choices and create positive relationships. Amen."

Cover Activity: Virtual Facebook The young people will recognize the social-networking format of the cover. Give them time to read and finish the activities. Ask volunteers to name the qualities each circled. Ask the whole group to raise hands if they circled the same qualities. Let the young people know what qualities you value, too.

Story: What Lauren Knew (pages 2-4) Have the young people read the story aloud as a class, in pairs of weak and strong readers, or alone silently. Discuss *TALK* on page 3. Answers: **1.** Julie is smart, pretty, and popular. Lauren gets tired of listening to Sondra brag about Julie. Blabbing the news about Julie's pregnancy would knock down Julie's image, take away Sondra's right to brag, and put Lauren in the social spotlight. **2.** The idea of spilling the gossip becomes unappealing when Lauren sees the fear and sadness in Sondra's eyes. Lauren recognizes the Donnelly family is already hurting, and she doesn't want to add to that hurt. **3.** Open-ended. This is a good opportunity to let the young people share personal experiences. Practice, even act out, ways to stop gossip. [Follow, page 34]



Listen to the Gospel

Objective: The young people will recognize that God's love includes everyone.

Sunday Gospel: Jesus' Visit Changes Zacchaeus (page 4) Choose five readers and proclaim the Gospel. Discuss *TALK*. Answers: **1.** A short man, perhaps a bit impulsive, a

collaborator with the Romans, a deal-maker, a crooked businessman. Students all know of people like this. **2.** A big crowd has just come out to welcome Jesus as a holy man, and he gives all his attention to someone they know is a cheater and a friend of the occupying Roman army.

3. Zacchaeus decides to change his whole life, to give to the poor, and to pay back people he has cheated. **4.** Open-ended.

Definition: Conversion (page 4) Point out that Jesus' compassionate visit led to Zacchaeus's conversion.

Build Christian Community

Objective: The young people will appreciate how the advice and opinions of others help them grow.

Living the Gospel: Whose Influence Helps Us Make Fair and Caring Choices? (pages 6-8) Like Zacchaeus, we all often need to gain a new perspective on our lives. But instead of climbing a tree, we can turn to people we know and/or trust to seek their advice and opinions. This activity simulates how different community, world, and media leaders would counsel us. The young people will realize that people of all ages and all walks of life can offer us a new perspective. Read the directions aloud, break into small groups, and play the game. Make sure the young people take turns being the one seeking advice and the characters offering advice so they can appreciate gaining and giving advice. Gather again as a class, answer the questions on page 6, and share their answers.

Objective: The young people will recognize that Jesus promises to raise up all believers to eternal life.

Our Catholic Faith: We Pray With God's Holy Ones (page 5) Lead the young people in reading this feature that identifies ways we regularly pray with the saints in heaven. Ask if any of these prayers sound familiar. Point out that they're all from the Eucharistic Prayers we say and hear at Mass. Ask the students to recall their experiences of being caught up in the single voice of a choir or a concert. Conclude by reading aloud the third column about the Days of the Dead.

Doctrine: We Celebrate the Whole Church (page 8) Read this as a summary of the Gospel concept of inclusiveness.

Closing Prayer Lead the young people in a guided meditation. Close your eyes. Remember a time someone wrongly accused you. How did it feel? What words come to mind? Actions? Remember a time when you misjudged someone or accused him/her of something they didn't do. Did it matter if the gossip you spread was true? Let us take up our responsibility and privilege as Christians to forgive and be forgiven and pray: Loving God, help us turn toward you and resist making ourselves the center of attention. Forgive us as we forgive each other. Amen.

Turn to the young person or your left or right and give a sign of peace. Ask them to give peace to each other.

Gospel Theme: God is God of the living.

The case the Sadducees bring to Jesus in this Sunday's Gospel reflects an idea of immortality implicit in the law in Deuteronomy 25.5-10. This law obligated a man to marry his brother's widow in order to preserve his name, thus assuming a physical concept of immortality through one's children. Jesus tells his listeners that God is God of the living. He is quoting God's words to Moses in Exodus 3.15—that Moses should tell Israel the God of their ancestors Abraham, Isaac, and Jacob sent him, a passage that suggests these ancestors are indeed alive with God.

The mother and seven brothers in Sunday's first reading, who choose martyrdom rather than worship Greek gods, trust that the God who gave them life will restore life to them after death. They believe in a spiritual concept of immortality. This issue of *Visions* explores the development of belief in life after death and how Jesus' resurrection is at the center of our Christian faith.

Share Our Life Stories

Opening Prayer Circle everyone around in the prayer space. Ask each student to share one thing they've seen, heard, or experienced in the last week that made them aware and grateful for life. Conclude by saying, "Thank you, God."

Cover: Whom Do You Want to Meet in Heaven? Begin this week's lesson by giving the young people time to read the nine responses to the cover question. Have them each write their own response somewhere on the page.

Objective: The young people will explore in drama form the belief in resurrection in Judaism.

Drama: The Sacrifice (pages 2-4) This play is set in 168 B.C. during the rule of Antiochus IV Epiphanes and the gathering of the army of Judas Maccabeus, whose victory Jews celebrate each year at Hanukkah (December 2-9 this year). The conflict and action in the story will appeal to young teens. Have a strong reader proclaim the adaptation of Sunday's first reading, *The Seven Brothers and Their Mother*, on page 4, to give background for the play. Then have students read the play with expression, adding movement and action as they read. If your class meets daily, have students do research on this period and present it to the class. Plan to rehearse the play throughout the week, adding simple props and costumes as suggested by the illustration, and present it for another class. Discuss *TALK* questions 1-3.

Answers: **1.** *Lev chooses to fight rather than bow down to alien gods; he wants to remain faithful to the one God, Adonai; he fights for freedom from oppression.* **2.** *Lev lives on in the lighted candles, a memorial to all who died to preserve freedom for the Jewish people.* **3.** *God who created all things will be merciful to people who serve God and restore them to life after they die.*

Definition: Resurrection (page 5) Have the students turn to page 5 and read this definition as an introduction to the central concept in Sunday's gospel.

Listen to the Gospel

Objective: The young people will identify Jesus' resurrection as the heart of Christian faith.

Our Catholic Faith: What Does Jesus Teach About Resurrection? (page 5) This article provides valuable background for the students' understanding of Sunday's Gospel, so plan to read page 5 before they proclaim the Gospel in class. Allow time for them to answer the two questions.

Sunday Gospel: God Is God of the Living (page 4) Choose six readers for the parts of Narrator, Jesus 1 and 2, and Sadducees 1, 2, and 3. Discuss *TALK* questions that focus on resurrection. Answers: **4.** *They believed only in the written Law of Moses and rejected the idea that people would rise from death.* **5.** *Luke believes Jesus rose and that we will all rise; he has Jesus quote God's words to Moses and say, "To God all are alive."* **6.** *Open-ended.*

Build Christian Community

Objective: The young people will evaluate their own understanding of who God is to each of them.

Living the Gospel: Is My Idea of Religion Big Enough? (pages 6-7) Directions are at the top of page 6 of the issue. This activity is built around forced choices. You will probably only have time to discuss two or three words. Point out the variety of answers given by this small group of people to a few limited questions. Ask the young people to re-read the title of the page. Has this activity changed their mind or attitude? Consider returning to this activity in a future lesson.

Christian Leaders: Catholic Relief Services (CRS) (page 8) Ask the young people if they are familiar with CRS and what they do. Ask how many people have heard of Operation Rice Bowl, one of their most well-known projects. Read the feature aloud as a class. Encourage the young people to visit CRS online and report their findings. They can also subscribe to the *Wooden Bell*, an update published by CRS five times a year.

Doctrine: The Church Thinks About Fulfillment (page 7) Read aloud this feature as a summary of the concept of resurrection from the dead and life forever with God.

[Believe, page 14]

Closing Prayer Gather in a prayer circle. Read the last paragraph of the Gospel to begin, then ask volunteers to share the prayers they wrote on page 5 with the class.

Note: Bring Nikki Yanofsky's Olympic song, "I Believe," and Michael Franti's "Hey, Hey, Hey" to play next week.



Gospel Theme: God helps us endure.

When the Romans destroyed the Temple in Jerusalem in A.D. 70, the public visible symbol of Jewish community identity was destroyed, but the community survived. Both Judaism and Christianity began to recognize themselves as communities of spirit. Without the Temple the early Jerusalem Christians became aware that Jesus bound them together. That awareness filled them with hope.

Saint Augustine said that faith puts us in touch with God, love unites us with the goodness of God, and hope triggers God's action on our behalf. As Christians, we are called to share that hope with others.

Share Our Life Stories

Opening Prayer Gather your group in the prayer space. Ask the young people to clear their minds of problems, and their hearts of worry. Invite them to think of a hope for the world. Encourage volunteers to speak their hopes aloud.

Cover Activity: Where Does Your Hope Come From? Play one or both songs on the cover while you distribute *Visions*. Ask the young people to respond to the questions on the bottom of the page. Share answers.

Objective: The young people will examine the effects of bullying and discover ways to intervene and end it.

Story: Easy Target (pages 2-4) A nation-wide survey (*Journal of the American Medical Association*, March 25, 2001) reports that sixteen percent of sixth through 10th graders say they have been bullied during the recent school term. The survey also confirms that violence is happening in schools and that it is often a reaction to other violence—a teased, bullied, outcast child seeking revenge on others. The story *Easy Target* helps students better empathize with victims of bullying and recognize their feelings of hopelessness. It also shows them how to renew hope and end violence.

Read the story as a class. Be sure to point out the callout that defines bullying. Take a moment to discuss how “power” may be physical strength, social skill, verbal ability, or another resource. Imbalance of power is the primary quality that characterizes bullying. Consider making the definition a classroom poster. Likewise read the sidebars on pages 3 and 4 that tell students what to do if they witness bullying and/or are victims of bullying themselves. Discuss *TALK*. Answers: **1.** *They enjoy the feeling of power it gives them.* **2.** *Monica is fearful for herself and her mother; she can see no way out of the bullying situation.* **3.** *She stands with Monica, offers her empathy and support, and gives her a new way to handle the situation—telling a trusted adult.* **4.** *Tattling is speaking to someone you trust about a problem just to get someone else in trouble or to get your own way or to make yourself look good and someone else look bad. Telling is speaking to*

someone you trust about a problem because you or someone else may be getting hurt. The difference is tattling gets someone in trouble, while telling gets someone out of trouble. Be sure to give the young people time to discuss their own experiences of bullying behaviors; remember to point out reasons for hope.

Listen to the Gospel

Objective: The young people will place the Gospel in its historical setting.

Sunday Gospel: Jesus Gives Hope for the Future (page 4) Choose six readers and have them proclaim the Gospel. This week's Gospel is an ancient form of writing called apocalyptic, which dramatizes that good will triumph over evil. Christians can rely on Jesus' teaching and stand firm in the face of wars, disasters, famines, and persecutions that inevitably happen. These verses express the fears and hopes of early Christians rather than the teaching of Jesus in his lifetime. Answers:

1. *Wars, famines, earthquakes, plagues. Today: nuclear war, terrorists, climate change.* **2.** *Love one another. Share what we have. Get to know people who seem to be enemies.*

Doctrine: Jesus Gives Us Hope (page 4) Read aloud this summary of the Gospel concept of hope and trust in God.

Definition: Second Coming (page 5) In Sunday's Gospel Jesus promises to be with us until the Second Coming, the fulfillment of time. Read the definition aloud and invite questions.

Our Catholic Faith: The Temple: Center of Jewish Worship (page 5) Read this feature aloud as a class. Have the students examine the floor plan and relate it to the Temple photo. Try the suggestion in bold type at the end of the article and allow time for discussing the questions.

Build Christian Community

Objective: The young people will reflect on violence in themselves, society, and in the media and plan ways to stop it.

Living the Gospel: Who Fights Evil with Good? (pages 6-7) Explain that the apocalyptic writing of Jesus' time is somewhat like science fiction and fantasy today. It assumes the world is in terrible crisis. It imagines how good will triumph and give people hope.

Good triumphs over evil in the Harry Potter books as it does in the apocalyptic writing of the Bible. Break into small groups to discuss the characters and questions listed. Place anyone who has not read the books in a small group with someone who knows the books well.

Closing Prayer: Thanksgiving Meal Prayer (page 8) Use this prayer to conclude the lesson. Encourage the young people to use this blessing as a grace when they celebrate Thanksgiving with their family. [Pray, page 40]



Continuity Projects

Hear Our Prayers

Consider creating a bulletin board in your classroom with the title “Loving God, Hear Our Prayers.” Each week the young people find a situation in the news or in their own lives that the class can pray for. They may cut out articles or write prayers to attach to the bulletin board. At each *Visions* session the class can pray for the posted situations. Plan to have a very full collage on the board by the end of this unit!

Catholic Social Teaching

The U.S. Catholic bishops have written that the social teaching of the Catholic Church is a rich reserve of wisdom about building a just society and living holy lives. It offers much needed moral principles and values. In fact, in an age of widespread violence and diminished respect for life, we need to proclaim and share the Gospel of life and the biblical call to justice with clarity and energy. To these ends, the bishops have highlighted seven key principles that are core to Catholic social teaching:

- The human person is sacred
- The human person is social
- Human rights and responsibilities
- Option for the poor and vulnerable
- Dignity and rights of workers
- Solidarity
- Care for God’s creation

Catholic social teaching is—and has always been—at the heart of *Visions*’ catechesis. You can find a scope and sequence on page 16 of this guide that charts the social justice features in *Visions* and correlates them to the seven key principles. Have the students go to the United States Catholic Bishops’ website—usccb.org—to learn more about the principles of Catholic social teaching.

Communion of Saints

Special feast days like All Saints and All Souls have endured in the Church because people find ways to make them their own. For instance, many families celebrate the Feast of All Souls by visiting the graves of loved ones. Help your students remember the people in their extended families who have gone before them by making a class bulletin board of family names.

After completing “We Pray With God’s Holy Ones” on page 5 of the October 31st lesson, have the students expand their appreciation for the communion of saints by inviting them to investigate some of the saints of November. Write the following list of saints and holy people on the board or newsprint:

Martin de Porres	Margaret of Scotland
Gertrude	Rose Duchesne
Albert the Great	Elizabeth of Hungary
Leo the Great	Cecilia
Duns Scotus	Catherine of Alexandria
Martin of Tours	Andrew the Apostle
Andrew Dung-Lac	Miguel Agustin Pro
Frances Cabrini	

Assign one or more young people to each saint. Ask them to do some research in your school or parish library, or on the web (americancatholic.com), to discover—

- where and when the saint was born;
- what they did;
- what quality they were best known for;
- what you most admire about this saint.

Make this activity an art project by encouraging students to draw pictures of their saints and create scenes that show what particular trait of holiness got the person recognized as a saint. Branch out into modern holy people the young people may know about who are not yet canonized—Dorothy Day and Oscar Romero, for instance, and even people from your own city and families. Pair research-savvy young people with artistic ones to make good working teams for this project.

How Am I Doing?

(Answers to Assessment on Page 15)

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

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

Extending Activities

Jesus Heals the Outsiders: A Gospel Play

Jesus Heals the Outsiders, (page 13) is a modern version of the story of the ten lepers. You will need:

- 10 candles to represent each character
- 10 sandwich boards to identify the role that the character is playing
- 10 construction paper hearts labeled with the 10 gifts being asked for: forgiveness, understanding, friendship, peace, honesty, strength, outgoing spirit, humility, acceptance, and self-esteem. (Tear the hearts in two pieces, giving one to the character and the other one to Jesus.)

At the beginning of the story, all the outsiders are scattered around in a large space. For each gift that they ask for, they carry half a heart with half the word written on it. At the moment they are healed, Jesus gives them the other half of the heart with the other half of the word. Light a candle whenever someone is healed. When everyone is healed, play or sing an appropriate song of forgiveness as the young people hold up their hearts to the sky.

Prayer of St. Francis

Lord, make me an instrument of your peace;
where there is hatred let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
and where there is sadness, joy;

Grant that I may not so much seek
to be consoled as to console;
to be understood, as to understand,
to be loved as to love; for it is in giving
that we receive, it is in pardoning
that we are pardoned, and it is in dying
that we are born to eternal life.

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.



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.

Jesus Heals the Outsiders

Characters

Narrator	Jesus	Bully
Teacher's Pet	Geek	Nerd
Tattler	Whiner	Gossip
Know-It-All	Non-Jock	
	Learning-Disabled Child	

Narrator: One day not too long ago, Jesus was passing by the school playground. He saw kids playing football and decided to join the game. As he was going out to the field, he saw 10 lonely students standing by themselves. Jesus went up to each one and said:

Jesus: (*Repeats to each character*) Why are you alone? Can I help you?

Bully: Jesus, I'm known as the school bully because I have hurt many of my classmates. I can't seem to help myself; I want to get even with people. Please give me the gift of forgiveness.

Teacher's Pet: Jesus, people think that I make them look bad because I like to please my teachers. Please give me the gift of understanding.

Geek: Jesus, I want to fit in better. Please give me the gift of friendship.

Learning-Disabled Child: Jesus, it is really hard for me to learn. Please help me not become frustrated. Please give me the gift of peace.

Tattler: Jesus, I sometimes can't help tattling on my classmates. Help me to ignore situations that don't concern me. Please give me the gift of honesty.

Whiner: Jesus, some people think that I whine and complain too much and that I always want my way. Help me to become stronger and more confident in myself. Please give me the gift of strength.

Know-It-All: Jesus, I think that I'm better than everyone else. Please give me the gift of humility.

Nerd: Jesus, people don't like me because I get good grades and really like to learn. Help me to try harder to get to know others, so that they can see that we do have things in common. Please give me an outgoing spirit.

Non-Jock: Jesus, you created me with talents that do not help me play sports as others do. Help me to be accepted for who I am. Please give me the gift of acceptance.

Gossip: Jesus, I know that I talk too much about others. I feel really bad about it. Help me to mind my own business and realize that I don't need to tell stories to be accepted. Please give me the gift of self-esteem.

Jesus: Go wait for me in church.

Narrator: So they went to the church, and as they were going, Jesus caught up with them and healed each one by giving them the gifts that they had asked for.

At this point, Jesus gives each one the other half of the matching heart. All of the outsiders go off except the Bully, who stops, turns around, realizes what he or she has just been given, and goes back to Jesus.

Narrator: One of them, recognizing the healing, immediately came back praising God. It was the school bully.

Bully: Thank you, Jesus, for forgiving me. From now on, I will stand up for others and try to treat others as you would treat them. Thank you, thank you, Jesus!

Jesus: This is awesome, but were not 10 healed? Where are the other 9? Why are you the only one who came back to say thanks? Get up and go back to school; your faith will keep you well.

Narrator: (*Count to 10 between each question.*)

- Who are the outsiders in your life?
- Are you an outsider?
- How do you treat the people in this story?
- What or whom do you take for granted?
- Whom might you thank today?

FINDING YOUR WAY THROUGH THE BIBLE

The Bible is made up of books. Each book has chapters. Each chapter has different verses. Here's how to look up a passage in the Bible.

- First find the **BOOK**. Check the contents page for help.
- Then find the **CHAPTER**, often listed at the top of the pages.
- Finally, look up the **VERSES**. The Bible lists verses in the body of the text.

Find Exodus 14.26-31 in the Old Testament section of your Bible

Book: Exodus

Chapter: 14

Verses: 26-31

How did the Israelites escape Pharaoh?

Now try a New Testament reference.

Find 1 Corinthians 13.13.

Book: Paul's first letter to the Corinthians

Chapter: 13

Verse: 13

According to St. Paul, what three things last forever?

1. _____
2. _____
3. _____

Look up the references to find the answers to the questions.

By what four names does Isaiah call the coming Messiah? Read Isaiah 9.5

1. _____
2. _____
3. _____
4. _____

By what name do we call the Messiah?
Read Matthew 1.18-21

Rewrite the following references using numerals. The first one is finished for you.

- Genesis, chapter one, verses twenty-six through twenty-seven.

Genesis 1.26-27

- The thirty-fifth verse of the sixth chapter of the Gospel according to John.

- Paul's letter to the Ephesians, the eighth and ninth verses of chapter five.

Circle the reference to the passage you like best and tell why below.

How Am I Doing?

Name _____

A. Multiple Choice Questions Circle the letters beside all the correct answers.

1. Circle which action is *not* part of a bishop's duties.
 - a. teach.
 - b. lead a diocese.
 - c. sing in a choir.
 - d. ordain deacons, priests, bishops.
2. Faith is—
 - a. Believing in Jesus and the power of his self-giving way of love.
 - b. Trusting God is with us always.
 - c. Knowing the doctrines of the Creed and Church.
 - d. An excuse for not thinking about our purpose in life.
3. By healing ten lepers Jesus shows us that God—
 - a. Likes healthy people more than sick people.
 - b. Loves and cares for all people, even outsiders.
 - c. Has compassion and wants people to be whole.
 - d. Seeks to bring all people into community and communion.
4. The one leper who returns to Jesus shows us—
 - a. A casual attitude toward God.
 - b. How angry outsiders feel.
 - c. An example of responding to God's gift with gratitude.
 - d. How a person many despise can be the one who responds most fully to God's love.
5. To do his work as the mediator between God and Israel Moses—
 - a. Learns God's name.
 - b. Wears a many-colored coat.
 - c. Asks Pharaoh to free his people from slavery.
 - d. Threatens terrible plagues such as boils, insects, darkness, and death of the firstborn.
 - e. Divides the waters of the sea.
6. Reasons to keep on asking God for what we need in prayer include—
 - a. Creation shows us how much God loves us and wants us to flourish.
 - b. God is more compassionate than any human being.
 - c. Jesus responds to people's needs and reveals what God is like.
 - d. Asking for what we need helps us see what people and things really matter to us.
7. Which of the following belong to the communion of saints?
 - a. Christians living and worshiping today.
 - b. the saints in heaven.
 - c. people as yet unborn.
 - d. the souls in purgatory.
8. Circle all the answers that explain what the resurrection of the body means.
 - a. Unthawing from cybernetic suspension.
 - b. Forgetting our bodies at death.
 - c. Our bodies will rise and be glorified like Jesus' body.
 - d. God, who gives us life at birth, will raise us up from death as God raised up Jesus.

B. Vocabulary Words

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

- | | |
|------------------|--|
| 1. Eucharist | a. Turning away from sin and back to God. |
| 2. Sunday | b. Being raised to new life. |
| 3. Church | c. The return of Jesus at the end of time. |
| 4. Mediator | d. Opening and lifting our hearts to God. |
| 5. Prayer | e. One who helps bring people together. |
| 6. Conversion | f. The community of believers in Jesus. |
| 7. Resurrection | g. The sacrament that makes present in bread and wine Jesus' gift of self. |
| 8. Second Coming | h. The first day of the week we keep holy to remember Jesus' resurrection. |

C. Write or Talk

1. Describe in your own words what faith is.

2. What is the most important way you think junior high students can help work for justice?

UNIT 1

Following Jesus' Teaching

Jesus' concerns with daily bread for the poor, healing for the sick, reconciliation for sinners, and prayer to sustain commitment become familiar themes as the Church reads its Sunday Gospels from Luke during Cycle C of the lectionary. During these autumn weeks *Visions* invites young people to wrestle with questions about our common good, to identify ways they can work with others toward justice, and to reflect prayerfully on all Jesus in the Gospels asks of them.

In Jesus' parable of Lazarus and the rich man, God redresses in heaven an imbalance between rich and poor that the rich man fails to

notice on earth. *Visions* helps young people discover ways to join in community and parish as their explore the social life of the human person.

In Luke, Jesus presents a widow who persists in seeking her rights as a model of how to pray without losing heart. Teens explore how to balance action and acceptance and to act on goals to test their worth. Luke also tells a parable contrasting the prayer of the proud person with a sinner's humble plea for mercy, a contrast *Visions* uses to explore what's right and wrong with many popular ideas and ideals among young people.

Luke is the only Gospel writer who tells us

about Jesus' encounter with Zacchaeus and how the friendship Jesus extends to the little tax collector enables him to change. Just as Jesus makes a difference in Zacchaeus's life, the students recognize how their encounters with others make a difference in their lives and can help them change and grow.

The dramatic story of Maccabean martyrs helps us think about who God really is and experience how those who lived before Jesus began to believe in resurrection. *Visions* explores how teens resolve conflicts as they struggle for peace and a just community here on earth in the time before Jesus comes again.

Date/Sunday	Gospel Theme	Bible	Catholic Social Teaching	1 Creed	2 Sacraments	3 Life in Christ	4 Prayer
September 26, 2010 26th Ordinary Time	Luke 16.19-31 Rich and Poor	Old Testament: Prophet Amos	The human person is social	Jesus loves the poor (#561, 682)	Eucharist	Recognizing others; Spirit of St. Francis	Faith journey prayer service
October 3, 2010 27th Ordinary Time	Luke 17.5-10 Faith	New Testament: letters of Paul		Faith is a relationship and a revelation (#176, 181)	Liturgy of the Word: First Reading; Sunday	Faith at work in our lives	<i>Our Father</i>
October 10, 2010 28th Ordinary Time	Luke 17.11-19 Ten Lepers	New Testament: Samaritans	Combating world hunger	Jesus shows God wants us whole (#561)	Holy Orders	Dealing with differences/including others	Prayer of thanks
October 17, 2010 29th Ordinary Time	Luke 18.1-8 Persistent Widow	Old Testament: Moses		God's being is love (#231)	Liturgy of the Word: First Reading	Acting as a mature Christian; Forms of prayer	Prayer of petition
October 24, 2010 30th Ordinary Time	Luke 18.9-14 Who is Good?	New Testament: Jews of Jesus' time	Dignity of the human person	Faith leads us to turn to God (#229)		Making good choices	Prayer of St. Francis
October 31, 2010 31st Ordinary Time	Luke 19.1-10 Zacchaeus		Solidarity	Jesus brings salvation (#452, 620)	Feast of All Saints/ All Souls; Eucharistic Prayers	Seeking good advice	Guided meditation
November 7, 2010 32nd Ordinary Time	Luke 20.27-38 Conflict	Old Testament: Maccabees	Option for the poor and vulnerable	God is God of the living (#1016)		Resurrection, metaphors for God	Prayer for the dead
November 14, 2010 33rd Ordinary Time	Luke 21.5-19 End Times	The Jerusalem Temple	Human life is sacred	God is our ultimate goal (#229, 682)	Communal Prayer of Thanksgiving	Coping with violence and evil	Thanksgiving prayer