

2nd Sunday in Ordinary Time  
through the 3rd Sunday of Lent  
January 17, 2010, through March 7, 2010  
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Grades 4, 5, 6

# VENTURE

## Teaching Guide

### Unit 3: We Share Jesus' Mission

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**Pflaum**  **Gospel Weeklies**

Supplement to the *Pflaum Gospel Weeklies*

# Connecting Gospel and Doctrine

In the Gospels of the first Sundays in Ordinary Time, Jesus begins his public ministry—preaching, teaching, healing, gathering disciples. Catechesis must center on the Gospels, insists the *National Directory for Catechesis*, because Jesus Christ is their center. “The Gospels transmit the life, message, and saving actions of Jesus Christ and express the teaching that was proposed to the first Christian communities” (25A).

For the *Pflaum Gospel Weeklies* Jesus in the Sunday Gospels is the center of each lesson. Unit 3 focuses on Jesus, the faithful Jew who begins preaching in his hometown synagogue, who knows and lives the scriptures of his people, who fulfills the promises of God speaking through the prophets.

Dramatically in Luke’s Gospel, Jesus’ inaugural preaching in Nazareth anticipates the conflicts that end his life on the cross. Jesus proclaims he is the Spirit-filled prophet the Old Testament prophet Isaiah describes, the one who fulfills the scriptures and proclaims good news for the poor and liberation for the oppressed. His hometown hearers reject Jesus’ message and identity, and instead seek to push him over a cliff.

Jesus teaches the beatitudes, his path to the kingdom of God. Jesus invites his followers beyond the golden rule to love even their enemies and become peacemakers.

As the *Catechism of the Catholic Church* (CCC) reminds us, “The whole of Christ’s life is 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” (CCC 561). Unless otherwise identified, all quotations are from the *Catechism of the Catholic Church*.

## 2nd Sunday in Ordinary Time

**Jesus accompanies his words with many “mighty works and wonders and signs,”** which manifest that the kingdom is present in him and attest that he is the promised Messiah (547). The sign of water turned into wine at Cana already announces the hour of Jesus’ glorification. It makes manifest the fulfillment of the wedding feast in the Father’s kingdom, where the faithful will drink the new wine that has become the Blood of Christ (1335). Also, 561, 1151, 2618.

## 3rd Sunday in Ordinary Time

**The Old Testament prophets announced that the Spirit of the Lord would rest on the hoped-for Messiah for his saving mission** (1286). The entire mission of the Son and the Holy Spirit, in the fullness of time, is contained in this: that the Son is the one anointed by the Father’s Spirit since his incarnation—Jesus is the Christ, the Messiah (727). The mission of God’s Son is conjoined and inseparable from the Spirit (743). Also, 121-123, 125-127, 149, 561, 695, 713-716, 2449.

## 4th Sunday in Ordinary Time

**The signs worked by Jesus attest that the Father has sent him. They invite belief in him.** However, despite these signs some people reject Jesus (548). The prophetic texts that directly concern the sending of the Holy Spirit are oracles by which God speaks to the heart of the people in the language of the promise, with the accents of love and fidelity (715). Also, 713-714, 716, 727, 2449.

## 5th Sunday in Ordinary Time

**What Christ entrusted to the apostles, they in turn handed on by their preaching and writing,** under the inspiration of the Holy Spirit, to all generations, until Christ returns in glory (96). The Church is missionary by its very nature (868). Also, 849-857, 869, 2045.

## 6th Sunday in Ordinary Time

**The Beatitudes depict the countenance of Jesus Christ and portray his charity.** They express the vocation of the faithful associated with the glory of his Passion and Resurrection; they shed light on the actions and attitudes characteristic of the Christian life; they are the paradoxical promises that sustain hope in the midst of tribulation; they proclaim the blessings and rewards already secured, however dimly, for Christ’s disciples; they have begun in the lives of the Virgin Mary and all the saints (1717). Also, 561, 1716, 1724, 1944, 1947, 2444, 2452, 2462, 2546-47.

## 1st Sunday of Lent

**“The event of the Cross and Resurrection abides and draws everything toward life”** (1085). Lent is the primary penitential season in the Church’s liturgical year. It reflects the forty days Jesus spent in the desert in fasting and prayer (NDC 37.A). The Lord’s Prayer is truly the summary of the whole Gospel (2761). Also, 1689, 2119, 2096, 1773-76, 2777-2815.

## 2nd Sunday of Lent

**God chose Abraham and made a covenant with him and his descendants.** By the covenant God formed a people and revealed the law to them through Moses. Through the prophets, God prepared them to accept the salvation destined for all humanity (72).

The Gospel is the revelation in Jesus Christ of God’s mercy to sinners (1846). “God created us without us; but God did not will to save us without us.” To receive God’s mercy, we must admit our faults. “If we say we have no sin, we deceive ourselves, and the truth is not in us. If we confess our sins, God is faithful and just, and will forgive our sins and cleanse us from all unrighteousness” (1847). Also 1485-1497

## 3rd Sunday of Lent

**Conversion to Christ and communion with him** lead the faithful to adopt his disposition of prayer and reflection. Prayer should be the ordinary environment for all catechesis so that the knowledge and practice of the Christian life may be understood and celebrated in its proper context (NDC 20.4). The Lord’s Prayer is truly the summary of the whole Gospel (2761). Also, 554-556, 568, 1689, 2816-2827.

### Gospel Theme: Jesus shows people who he is.

In the Gospel for this Sunday, Jesus begins his ministry at a wedding feast at Cana in Galilee. Jesus makes a difference at this wedding feast. He transforms the sad and embarrassing problem of running out of wine into a triumph of hospitality. Jesus provides the best wine for the feast. His actions show us that he comes to gather people together in joy.

We gather as followers of Jesus when we celebrate the sacraments. *Venture*-age children have usually received two of the sacraments of initiation—Baptism and Eucharist—as well as the Sacrament of Reconciliation. Children baptized as part of an RCIA program sometimes receive Confirmation at that time. The game on pages 6-7 reviews our sacramental lives in a way that will engage the children.

**Materials:** Dice, pencils, game pieces

### Share Our Life Stories

**Opening Prayer** Gather in the prayer circle. Tell the children Sunday's Gospel is about a wedding feast. Jesus turned water into wine and made a big difference to the bride and groom. Ask who wants to make a toast for something good and exciting in his or her life. Begin by raising your hand in the air as if making a toast and saying, "I thank you, loving God, for a beautiful day, or my new grandchild, or my husband's new job." Ask the children to respond, "We toast you, loving God." Give them time to make their own toasts.

**Objective: The children will recognize sacraments bring us Jesus' loving and healing actions.**

**Cover Activity: Jesus' Actions Make a Difference**

Distribute *Venture* and ask the children to look at the top set of illustrations. What is happening? *A blind man asks Jesus for help.* We heard this Gospel back in October. Notice the blind man is helping a child at the far right of the illustration. Read the headline aloud and ask how Jesus' actions made a difference. Discuss the Zacchaeus story in the middle row and the church scene at the bottom. Ask the headline question again. Then follow the directions to fold the page. Now what is happening in the illustrations? How can you answer the headline question now? Summarize by asking which of the seven sacraments are like Jesus' actions in the illustrations. *Anointing of the Sick, Reconciliation, Eucharist.*

**Story: A Wedding in the Family (pages 2-4)** Have the children read this story aloud as a class, in pairs of weak and strong readers, or alone silently. Discuss *THINK*. Answers:

**1.** They may feel loyalty to their mother and worry that they may no longer have their father's undivided attention. *Open-ended.* **2.** At the rehearsal her dad is talking to Jodie's sons rather than her; the Genesis reading that a man clings to his wife; not being in the wedding. She's afraid Jodie hates her and thinks it's too late to apologize; she notices the contrast between her dress and the formal wedding clothes. **3.** He recognizes that without Maile, their family would be

incomplete; Jodie's gift of the bracelet and gecko charm, which let Maile know that Jodie did not hate her and wanted her to be as happy and joyful as she was. **4.** Reconciliation and love.

### Listen to the Gospel

**Objective: The children will realize how Jesus used a sign to make a difference and to form community.**

**Gospel: Jesus Provides Wine for a Wedding Feast (page 4)**

Have six children take the parts of the three Narrators, Mary, Jesus, and the Chief Servant, and the rest of the class be the Servants. Have them proclaim the Gospel. Discuss *THINK*. Answers: **1.** People who are relatives and friends of the couple, including Jesus, his disciples, and Mary. **2.** Jesus is more like the bridegroom because he draws everyone together with a grand gesture of hospitality. **3.** He values marriage, celebration, and wants people to be happy. He gathers people together in joy and gladness. See page 5 for further interpretation of Jesus' first sign.

**Definition: Mystery (page 4)** Choose a student to read the definition. Invite discussion about mysteries of faith.

**Our Catholic Faith: Jesus Is the Best Wine (page 5)** Have the children read this feature aloud, then work in pairs to complete the questions at the bottom of the page. Answers:

**1.** A while, long enough for the wine to run out. **2.** Six. **3.** 25. **4.** About 2400. **5.** The best. **6.** See the response to the third *THINK* question on page 4. Jesus' words: *Take this, all of you, and drink from it: this is the cup of my blood, the blood of the new and everlasting covenant. It will be shed for you and for all so that sins may be forgiven.*

### Build Christian Community

**Objective: The children will review and imagine their personal sacramental journeys.**

**Living the Gospel: Sacramental LIFE (pages 6-7)** This board game, loosely modeled after the game LIFE, is a journey through our sacramental lives. Read the directions aloud and divide your class into groups of three. Each group will need only one copy of *Venture*. Distribute one die and three game pieces (coins or small pieces of paper) to each group. Identify the symbols of the sacraments on page 7. *Water: Baptism; chairs: Reconciliation; bread and wine: Eucharist; dove: Confirmation; stole: Holy Orders; rings: Marriage; oil: Anointing of the Sick.* Play one round of the game, then discuss how our Christian lives are shaped by the sacraments.

**Saints: Robert De Nobili (page 8)** Read this feature aloud together to make sure the children understand the principle of inculturation that Robert de Nobili pioneered. Unlike many missionaries who ministered to the lower castes in India, he took the Gospel to the ruling classes. His success is evident in the strong Christian community in India today.

**Doctrine: Jesus Gathers People Together (page 8)** Read this feature aloud as a summary of Sunday's Gospel concept—Jesus wants us to gather people together in joy.

## Gospel Theme: Jesus fulfills prophecies.

In Sunday's Gospel Jesus says he fulfills the words of the prophet Isaiah; he is the one chosen to bring good news to the poor, sight to the blind, and freedom to captives. When we reach out to people in need, we follow Jesus and continue his work of showing people God's love for them. In this unit, *Venture* shows children how to live out Jesus' mission—through their friendships, through living the Beatitudes, and by growing and changing during Lent, which begins on February 17.

## Share Our Life Stories

**Opening Prayer** Ask for what and whom the children wish to pray. After each petition the group responds, "Loving God, hear our prayer."

**Objective: The children will practice the art of storytelling by writing and sharing their own story.**

**Cover Activity: What Is Your Story?** Distribute *Venture*. Invite a strong reader to read the introductory paragraphs at top left. Complete your story beforehand and share it with the class to give them an idea of how their own stories can flow. Give the children time to write in the spaces provided. Share as many stories as you have time.

**Objective: The children will understand that Jesus came to announce the good news of God's Love.**

**Article: Why Luke Wrote the Third Gospel (pages 2-4)** Before reading this article, choose strong readers to read the Narrator 1 and first Luke part in the Gospel on page 4. This introduces the Gospel writer Luke. The article provides valuable background for understanding and appreciating Luke's Gospel. Assign strong readers to read aloud the sections set off by large capital letters or separate students to read this article aloud in small groups. Discuss *THINK* on page 3. Answers: **1.** *Luke has decided to write down all he remembers about Jesus so that the people can better trust what they have been taught about Jesus.* **2.** *The story of Jesus' birth; stories of Jesus speaking with women; the rich man and Lazarus; the good Samaritan; the prodigal son; Zacchaeus, the tax collector; the good thief.* **3.** *Jesus' resurrection shows that God will be with those who are rejected and persecuted; God will raise from the dead those who believe in God.*

## Listen to the Gospel

**Objective: The children will recognize that Jesus' work is to reach out to people in need.**

**Gospel: Jesus Is God's Spirit-Filled Prophet (page 4)** Have four children take the parts of the Narrators, Luke, and Jesus, and proclaim the Gospel. Discuss *THINK*. Answers: **1.** *He will bring good news to the poor, liberty to captives, sight for the blind, freedom to the oppressed, and a year of favor from God.*

**2.** *That he is the Messiah anointed by God.* **3.** *Open-ended.*

**Our Catholic Faith: We Gather and Hear Stories as the Jews in Exile Did (page 5)** Have the children read this feature, which connects an Old Testament event with our *Liturgy of the Word* today. Discuss as a class why remembering stories of the past was so important to Israel's future. *The priests and scribes wanted the people to remember these stories so they could teach their children about their God and give them hope God would return them to their homeland.* Complete the activity as a class. Possible answers: *priest stands before the people; men, women, and children in assembly; people listen attentively; Ezra stands on platform; people answer "Amen"; people stand and listen; meal comes after the reading.*

**Definition: Gospel (page 4)** Choose a student to read the definition to the class. Use this opportunity to review with the children the names of the four Gospel writers.

## Build Christian Community

**Objective: The children will explore how they can be good news to others.**

**Living the Gospel: What Builds Community Among Us? (pages 6-7)** Read aloud the introduction on page 6. Point out the questions that follow each of the dilemmas. Have the children work on their own to read and then write their responses for all four dilemmas. Afterward, have the children work in groups of three or four and role play one another's solutions. Sharing their ideas will help the children realize how many ways there are to be good news to others.

Role playing is a valuable educational technique for growth in moral reasoning. Use the following steps to help children role play:

- Encourage active listening. Listeners are participants, too. Encourage role players and listeners alike to ask themselves questions such as "Could this really happen?" "What would I do if I were...?" "How else could I solve this problem?"
- Set the stage. Help role players specify the places of importance, such as "Where's the gym?"
- Act out the story. Observe the role-play.
- When a solution emerges, stop the play and move on to discussion to help the children analyze the solution and its consequences, discover alternatives, agree on a solution that seems best to them, discuss the reasons for their choices.

**Prayer (page 8)** Initiate discussion by asking children to read the text in the box and check their favorite prayer places. Ask for volunteers to create a prayer space for your classroom. If your class meets in a space where you cannot set up a permanent prayer corner, make a portable one you can store between sessions.

**Doctrine: We Are All God's Favorites (page 8)** Read aloud this feature as a summary of Sunday's Gospel concept of how we can continue the time of favor started by Jesus.

## Gospel Theme: Jesus' neighbors reject him.

The Gospel for this Sunday is a cameo of Luke's whole Gospel. In this Gospel Jesus announces the good news of God's favor and kindness toward all people, especially the poor, the blind, and the oppressed. Jesus says he fulfills Isaiah's words describing the one who will bring good news from God.

Jesus' neighbors reject his message; they are sure he is only the carpenter Joseph's son.

Like Jesus, young people face rejection, especially in their neighborhoods and classrooms. *Venture* explores the questions of being rejected and rejecting others. Very often our prejudgments of others help us reject them easily; we exclude and dismiss others whom we generalize about or assume we know. Confronting their own prejudices helps children discover more about themselves.

**Materials:** Bibles, scissors.

## Share Our Life Stories

**Opening Prayer** Gather in your prayer space. Give the children a moment to think of a leader, living or dead, they want to thank God for. They can be famous or local. As each child tells about a person, the group responds, "Thank you, loving God, for giving us good leaders."

**Cover Activity: Are You a Risktaker?** Read the title and directions aloud. Do the first situation as a group, so the children are sure what the activity asks of them. Have them work independently on the other four situations, tally their score, and circle their number on the risk scale. Discuss as a class what influences willingness to take risks.

**Objective: The children will explore how Fannie Lou Hamer worked to overcome racism.**

**Article: Fannie Lou Hamer (pages 2-4)** This article can be integrated into your celebration of Black History Month. Before reading it, ask the children if any have heard of Fannie Lou Hamer. She is a contemporary of Dr. King, but older. Read her story aloud to the children or have them take turns reading it aloud. Discuss *THINK* on page 3. Answers:

**1.** Fannie grew up with poverty and racism. She doesn't want others to endure them. She knows all people have dignity and rights. **2.** She risked registering to vote, even after she was beaten. She worked for civil rights organizations. She spoke and sang about equal rights and opportunities. **3.** Fannie believed that hating or oppressing anyone—no matter his or her race—was against God's will; open-ended.

## Listen to the Gospel

**Objective: The children will understand how Jesus was rejected by the people in his hometown.**

**Gospel: People Reject Jesus as a Prophet (page 4)** Have five students take the parts of Narrator and Jesus 1-4 and the

rest of the class read the People of Nazareth part; proclaim the Gospel. Discuss *THINK*. Answers: **1.** In last week's Gospel Jesus said he was the one sent from God to bring the good news and announce a year of favor from the Lord. This means he is the fulfillment of the prophecy of Isaiah.

**2.** Joseph's son. They become angry and don't believe he's anything more than a carpenter's son. **3.** Israelites reject Elijah and Elisha; non-Israelites—a widow from Sidon and Naaman from Syria—accept them. Prophets challenge us and ask us to take risks, to think of others, not only ourselves; open-ended.

**Objective: The children will learn about the prophets Elijah, Elisha, and Jeremiah.**

**Our Catholic Faith: Who Believes What Prophets Say?**

**(page 5)** In Sunday's Gospel Jesus compares his own rejection to that of two Old Testament prophets. Distribute Bibles to the children. Have them read this feature and look up the Bible references to find out what happened to the prophets Elijah, Elisha, and Jeremiah. Divide the class into three small groups to read the stories mentioned in the paragraph at the bottom of the page and report on them to the entire class.

**Definition: Prophet (page 5)** Read the definition to the class. Discuss with the children who is a prophet for them.

## Build Christian Community

**Objective: The children will examine how they prejudge and reject others.**

**Living the Gospel: Play the Accept and Reject Game**

**(pages 7-8)** Many times in their lives children experience situations similar to the dilemmas on these game cards. The children will realize by playing this card game that they can respond to tough situations with either an accepting or rejecting action. Acting like a prophet means rejecting the easy answers and accepting the challenge to take risks. Read the introduction on page 7. Then read the directions for playing *Accept and Reject* on page 8. Separate the class into groups of four. Encourage them to fill in the blank card with a rejection situation someone in the group actually experienced or one they know about from school or their community. Have the students play all 10 rounds of the game, and then invite them to act out one of their solutions for the entire class. If your class is small, do the whole activity as a group. Conclude the activity with prayer. Ask each small group to offer the name of a "rejected" person or group as part of a litany prayer. Each group simply prays: *For (name of person or group), we pray to our God.* All respond: *God, welcome and accept them.*

**Saints: Maximilian Kolbe (page 6)** Encourage the children to add Maximilian Kolbe to their *Saints* booklets.

**Doctrine: We Believe or Reject Jesus (page 6)** Have the children read this summary of Sunday's Gospel message.

### Gospel Theme: Jesus calls his followers.

Luke's version of Jesus' calling his disciples focuses on Peter. Jesus suggests Peter lower his nets in deep waters even though Peter has fished all night without catching a thing. He does what Jesus asks and catches so many fish that two boats can barely haul them to shore without sinking. This great catch makes Peter aware he is a sinful human being and gives Jesus the opportunity to call him to his new vocation—catching people.

The boat symbolizes the Church or Christian community in which missionaries called and gathered the new community of Jesus' followers in the 80s A.D. Jesus teaches in the boat, and Peter gathers fish into the boat. Jesus' call to disciples to gather others into the Christian community continues in our everyday lives.

*Venture's* real-life stories help children recognize how people experience God's call. The children will see in Ellie's story how a girl's own desire for inclusion inspired her to be a good leader. The children will also read and map out the missionary journeys of Peter, Philip, and Paul.

**Materials:** Bibles, crayons or markers.

### Share Our Life Stories

**Objective:** The children will recognize ways to reach out and include others.

**Cover Activity: Friend Connections** Read the directions to this icebreaker activity aloud to the class. Have each child play with a partner and give them ample time to complete the game. This is a fun way for kids to explore how they can win by including and gathering others, rather than excluding them.

**Story: "I Want to Be Captain!" (pages 2-4)** Have the children study the illustrations to speculate what the story is about. Read the story aloud in class. Discuss *THINK* on page 3. Answers: **1.** *Girls are for, because they're tired of sitting around at recess, some of them want to play, they will have fun, Gretchen is a good hitter. Against, because might get dirty and sweaty, boys might say no, Gina thinks it's a stupid idea. Boys are for, because no good reason girls shouldn't play, they are caught by surprise, it settles their argument about who should be captain. They are against, because the girls may not be able to hit and it will be boring.* **2.** *Ellie initiates the idea of playing with the boys and being captain. Gina influences two girls to sit under the tree. Steve accepts Ellie as a captain.* **3.** *They become part of the team because they are willing to take a risk, say what they want, and play well.*

### Listen to the Gospel

**Objective:** The children will identify God's call in the lives of biblical people.

**Gospel: Three Fishermen Follow Jesus (page 4)** Have four

children take the parts of Narrators 1 and 2, Jesus, and Simon and proclaim the Gospel. Discuss *THINK*. Answers: **1.** *Jesus asks Simon to try for a catch of fish even though he had caught none all night.* **2.** *They are amazed; Simon may have suspected Jesus' power and been frightened; he fell to his knees.* **3.** *Jesus is calling them to be his disciples and spread the good news to others.* Invite the children to tell how the story about James and the younger boys is similar to the Gospel about Jesus and his first followers.

**Our Catholic Faith: God Calls Isaiah to Be a Prophet (page 5)** Have the children read this feature aloud as a class or quietly alone. Distribute Bibles and have the children look up Isaiah 6.1-8, Sunday's first reading. Choose a strong reader to proclaim this reading to the class. Then have the children—alone or in small groups—look up the other three Isaiah citations.

### Build Christian Community

**Objective:** The children will appreciate the missionaries who first spread Jesus' good news.

**Living the Gospel: Jesus' Friends Go Fishing (pages 6-7)** Read the introductory copy and numbered directions on page 6. Point out the Peter, Philip, and Paul illustrations under the headings and citations on pages 6-7 and tell students that the list of places on their scrolls represents a sampling of the cities these missionaries visited. The citations in the headings tell one part of the story of their journeys; children can read about the complete journeys in Acts of the Apostles. If the children have time, encourage them also to read and chart Paul's journey to Rome (Acts 27.13-44). Invite each of the five groups to share with the entire class what they learned about each missionary's journey. Children should listen to the other groups' stories and chart these journeys on their own maps.

**Puzzle: What Will I Be? (page 8)** Read the directions aloud. Allow time in class for children to do the puzzle or encourage them to complete it on their own. Suggest the children work on creating their own puzzles to share with a friend, a family member, or the whole class.

**Doctrine: God Calls Us to Love (page 8)** Read aloud this feature as a summary of this Sunday's Gospel concept of call.

**Definition: Vocation (page 6)** Choose a student to read the vocabulary word to the class.

**Activity Alert!** Follow up on last week's article about Fannie Lou Hamer by using the reproducible activity on page 13, *We Have Rights and Duties*. If you have a large class, ask for ten volunteers to play a round of the game and then demonstrate it for the whole group. If you have a small group, find other players—adults or children from other classes—to play the game with you. The Millennium Development Goals, which all the governments of the world adopted in 2000, are an extension of these United Nation goals. The MDGs aim to meet the needs of the world's poorest, especially the children. Go to [un.org/millenniumgoals/](http://un.org/millenniumgoals/) to learn more.

### Gospel Theme: Jesus stands with the poor.

The Beatitudes from Luke's Gospel confront us and confound us with hard-to-believe statements: Happy are the poor, the sorrowing, the hungry, the persecuted. In these Beatitudes Jesus teaches clearly that the poor, the sorrowing, the hungry, and the persecuted have a place in God's kingdom. Jesus' teaching asks us to reassess our notions of success. Sharing what we have; comforting people who are sad; laughing with, not at, people—these are the signs of success in God's eyes.

To help children put a face on poor people today, *Venture* presents a story about a group of students who discover what it means for someone their age to be facing homelessness. The story will help your students realize that poor and homeless kids are children very much like themselves.

**Materials:** Dice, game markers, M&Ms.

### Share Our Life Stories

**Objective:** The children will discover the unfairness of the world's distribution of food and resources.

**Cover Activity: What's a Fair Share?** This cover activity will introduce the children to the subject of fairness, a topic Luke raises often in his Gospel account. Plan to bring M&Ms or similar candies to class. Distribute slips of paper. Read aloud the text on top left of the cover. Have the children write their names on the slips of paper, then place them in a box or cap. Read through the directions for Group One, Two, and Three, one at a time, until the class is divided into the three groups. Distribute M&Ms as indicated. Have each group work together to respond to its question. Then ask each group to report its answer. Read aloud the text under the heading "What's a Fair Share?" Encourage the children to apply the experience they just had to the fair distribution of food and resources in our world.

**Objective:** The children will have an opportunity to assess what they know and how they feel about homelessness.

**Story: Whose Essay? (pages 2-4)** Invite the children to read the title and look at the photos to speculate what the story is about. Have them read the story in pairs of weak and strong readers. Discuss *THINK* on page 3. Answers: **1.** *They couldn't believe that someone in their class—someone they knew—was actually facing homelessness.* **2.** *Open-ended.* **3.** *Open-ended.* **4.** *He wanted his class to recognize that kids who are poor/homeless are kids just like them, that anyone could become a victim of poverty.*

**Definition: Sermon on the Plain (page 4)** Read the vocabulary word to the class to introduce the Gospel.

### Listen to the Gospel

**Objective:** The children will identify actions the Beatitudes ask of them.

**Gospel: Jesus Teaches the Beatitudes (page 4)** Have four children take the parts of Narrator and Jesus 1, 2, and 3 and proclaim the Gospel. Discuss *THINK*. Answers: **1.** *Jesus says these people are happy because they have to trust that God will bless them with what they need and reward them in heaven.* **2.** *Jesus says it is terrible for these people because they have already had their happiness; people in our world today see being rich and well-fed as something to be desired and as a sign of success—open-ended.*

**Our Catholic Faith: Who Are the Poor in the Bible? (page 5)**

Tell the children to notice the time line running down the center of the page. Explain that the B.C. (before Christ) dates move from larger to smaller as they approach the birth of Jesus. A.D. stands for *Anno Domini*, which means "the year of the Lord"; the numbers grow larger as they move forward in time from Jesus' birth. Have the children take turns reading this feature aloud. Allow them to take time to identify the illustration that goes with each date—*manna and quail; farmer planting seeds; crown of David; the destroyed Temple; bricks for rebuilding; wealthy landowner and poor man*. Allow time for the children to write what they think Jesus is saying in the Beatitudes. Invite them to share their answers with the class.

### Build Christian Community

**Objective:** The children will simulate causes of poverty in biblical times by playing a game.

**Living the Gospel: The Poor of Israel (pages 6-7)** Bring enough dice so each group of three or four players can use one. If you have none, direct the children to write the numbers 1-6 on individual slips of paper. Read aloud the introduction and instructions for the game. Allow time so the children can play the game a couple of times and then discuss why they won or lost. They will begin to see that most reasons for poverty are not poor people's fault and understand why Jesus makes such a point of including the poor in his kingdom.

**Prayer: The Cries of the Poor (page 8)** This prayer activity helps the children identify with the poor in our own day. Read aloud the opening paragraphs. Divide the class into four small groups. Assign each group to one of the listed "poor" (immigrant, child laborer, homeless, and thirsty). Group members will identify and write the cry of the poor in the appropriate space in the left column, then devise and write their action response to that cry in the appropriate space in the right column. When everyone has finished writing, gather the children for shared prayer.

**Doctrine: The Beatitudes Help Us See With God's Eyes (page 8)** Read aloud this summary of Sunday's Gospel concept of all people, especially the poor, belonging to God's one family.

### Gospel Theme: Jesus faces temptation.

The Gospel that tells of the temptations Jesus faces in the desert invites us to a personal springtime, to examine ways to grow into our best Christian selves. Jesus rejects being a superhero Messiah and chooses instead to be our brother and to teach us how to live as children of his Father.

Lent is also a time when catechumens study our faith. *Venture* provides Bible studies of our Old Testament ancestors, who are featured in the first reading for each Sunday. This week's *Venture* also begins a study of the *Our Father*, which will continue in the Gospel Activity each week. These pages can be used as posters, to make individual *Our Father* booklets the children can display at home, or to make a class *Our Father* bulletin board.

**Materials:** Bibles, crayons or markers, small dish of ashes, scissors, tape or glue.

### Share Our Life Stories

**Objective:** The children will make a Lenten commitment.

**Cover Activity: Make Choices for Lent** The liturgical season of Lent gives us time to renew our baptismal commitments and to turn away from our compulsions—all those behaviors we do without thinking or realizing we do them. Lent asks us to stop and change our habits to more loving ways. This cover activity gives children a vehicle to reflect on what they need to turn to and turn away from. Read aloud the instruction. Have the children circle each number in the list of the Lenten days that has first the number they chose, either alone, as in March 7, or as the second digit of a two-digit number, as in February 27. Each child will have circled several dates. Give the children time to choose one or more behaviors they want to turn to on the days they circled. Repeat this process with the second number that the children chose, this time drawing a square around the selected dates. Give the children time to choose one or more behaviors they want to turn from on the days they squared. Encourage children to keep the cover where they will be able to consult it frequently and update themselves on what difference Lent 2010 is making in their lives.

**Objective:** The children recognize how Edmund is tempted in *The Lion, the Witch, and the Wardrobe*.

**Story: Tempted! (pages 2-4)** This excerpt from the popular C.S. Lewis book *The Lion, the Witch, and the Wardrobe* explores how a young boy is tempted to betray his siblings. Ask the children if any are familiar with this story and have them tell why this excerpt might belong in *Venture*. Describe Turkish Delight, a jelly-like candy dusted with sugar. Read the story aloud in class or have the students read it in pairs or alone silently. Discuss *THINK* on page 3. Answers: **1.** To

betray his brother and sisters. She tempts him with power over them. He is the youngest, tired of being bossed. The Witch builds up his ego. Edmund can't get enough Turkish Delight. **2.** Edmund does what the Witch wants and has to be redeemed. Open-ended. **3.** Open-ended.

**Definition: Temptation (page 4)** Choose a student to read the definition to the class. Encourage the children to discuss the temptations they face and how they deal with them.

### Listen to the Gospel

**Objective:** The children will recognize the temptations Jesus faced and temptations they face.

**Gospel: Jesus Faces Temptation (page 4)** Assign the parts and proclaim the Gospel. Discuss *THINK*. Answers: **1.** Jesus wants to be fully human so he can show us that with God's help temptation can be overcome, and we, too, can resist evil. People need nourishment for their souls, minds, and spirits, as well as bodily food. **2.** Jesus is fully human as well as fully divine. He will live as a human to show us how to come to God.

**Objective:** The children will celebrate the beginning of Lent.

**Our Catholic Faith: Lent Helps Us Remember and Look Ahead (page 5)** Have the children read the feature, giving them time to record some of their personal history and to make goals. Brainstorm ideas for a Lenten commitment, building on the cover listings, and have them write it at the top of the road. Conclude by celebrating the *Lenten Prayer Service*.

### Build Christian Community

**Objective:** The children will begin to explore the prayer Jesus gave us.

**Gospel Activity: We Study the *Our Father* During Lent (pages 7-8)** Bring Bibles to class for the children to use and bring a small dish of ashes, possibly made from burnt Palm Sunday palms. Read aloud the opening paragraphs to the class. Read the closing two paragraphs as directions to the class. Distribute scissors. Have an accordion-folded example of the page ready to demonstrate to children who are having difficulty. Once the children have made the cuts, distribute colored pencils and markers and have them follow the directions on page 7. Use your own page 8 to put up as the first segment of a class poster and encourage the children to do the same at home.

**Saints: Joan of Arc (page 6)** Have the children read about Joan of Arc on their own.

**Doctrine: We Are Members of God's Family (page 6)** Read aloud this feature as a summary of this Sunday's Gospel concept.

### Gospel Theme: Jesus' followers glimpse his glory.

Experiences of intense awareness or insight occur to us only infrequently, for we are unable to sustain them. The effects of these experiences, however, can last a lifetime. They shake our roots, orient our lives, and ripple through our futures. They transform us radically. Every time we pray the *Our Father*, we pray for such radical transformation. We pray that God's kingdom will come and that we might do God's will, and so transform the face of the earth.

The apostles' transforming experience of Jesus' transfiguration happens shortly after Jesus tells them that he must die. Jesus wills to live, but accepts death because he recognizes that it is for the sake of others and God's will for him. God does not desire the death of the "Son, my beloved," but the life that will come out of the death has to be.

**Materials:** Bibles, world map or globe, markers or crayons, scissors.

### Share Our Life Stories

**Opening Prayer** Gather in a prayer circle. Ask the children whom they have heard about or read about that needs their prayers. Give them each a chance to make a petition. The group responds, "God hears the cry of the poor."

**Objective:** The children will discover that their choices can transform their lives and the lives of others.

**Cover Activity: The Land Where Abraham Walked** Bring Bibles to class. Use a classroom map of the world to have the children locate the Mediterranean Sea and the Middle Eastern countries, including Israel. Point out where they are in relationship to the United States. (If no large map is available, there may be maps in the Bibles.) Help the children relate the cover map to the larger map. Do the activity together, allowing time to do the coloring and to trace Abraham and Sarah's journey. Have the children look up God's promise in their Bibles. The page 5 feature asks the children to read more of the story of Abraham and Sarah.

**Article: We Can Make a World of Difference (pages 2-4)** Distribute *Venture* and let the children examine the photos and large type callouts. Have them read Zach's story in pairs or alone silently. Before you discuss the article, remind them of Mr. Wilson's story from two weeks ago. Then take the questions on page 3 one at a time. Answers: **1.** *Zach responded to the immediate need for water in the wake of a hurricane. This got him used to looking at people in need and he discovered the plight of homeless children. Over 1.35 million children are homeless on any given night in the United States. Zach helps with practical gifts like Zach Packs. He also raises awareness and funds other people's programs.* **2.** *Open-ended.* Your diocesan Catholic Charities office will have good ideas for children's involvement. Many parishes have social justice committees who can involve children in their work. Pages 6-7 of next week's *Venture* also has ideas.

### Listen to the Gospel

**Objective:** The young people will witness the Transfiguration with Jesus' disciples.

**Gospel: Peter, James, and John See a Vision of Jesus (page 4)** Have four strong readers take the parts of Narrators 1 and 2, Peter, and Voice and proclaim the Gospel. Discuss *THINK*. Answers: **1.** *His face, his dazzlingly white clothes, his talk with Moses and Elijah about his death in Jerusalem all show Jesus is more than human, that he is a prophet like Moses and Elijah.* **2.** *God's Son and Chosen One, and someone to whom Peter, James, and John should listen.* *God.* **3.** *Jesus is the Son of God and is acquainted with their ancestors, the Prophets.* *Open-ended.*

**Objective:** The children will recognize that Abraham and Sarah's responses in faith to God's call shaped their futures.

**Our Catholic Faith: We Remember Our Ancestors Abraham and Sarah (page 5)** This is the first of three Bible pages about Old Testament prophets students will work on this Lent. Have the children use Bibles to complete passages about Abraham and Sarah's journey and about God's promise of land and descendants to them. Read aloud the introduction to this Bible study. Explain that the Genesis reading in the center illustration is from Sunday's first reading. Have the children work in pairs to find the passages and answer the questions. Clockwise from the left: *land; son; Isaac; descendants.*

### Build Christian Community

**Objective:** The children will identify actions that build the kingdom of God among us.

**Living the Gospel: We Study the Our Father During Lent (pages 7-8)** Present the concept of the kingdom of God in your own words, using ideas in the introduction. Then divide the children into small groups to do the "KIN" activity. Have each group act out its situation and recommend its action. Finally, read aloud the directions to the poster activity. Distribute scissors and markers or colored pencils. Have your own example of this activity ready beforehand to show the proper cuts and folds to make. When the children have completed the activity invite volunteers to share their posters.

**Puzzle: God's Covenant With Abram Wordfind (page 6)** Read aloud instructions to the class. Explain that Abraham was called Abram until he was 99, when he made a covenant with God. This occurs in Genesis 17.1-8. Consider reading these short verses to the children.

**Doctrine: Jesus Encourages His Friends (page 6)** Read aloud as a summary of Sunday's Gospel concept: Jesus' transfiguration shows us a glimpse of our own future glory.

**Definition: Trinity (page 4)** Choose a volunteer to read the definition to the class.

## Gospel Theme: Jesus urges us to try again.

In this Sunday's Gospel God is like the gardener who wants to fertilize and hoe around a barren fig tree one more time. God is not in the business of punishing through tragedies and killings, as many people in Jesus' time thought. God is the perpetual giver of one more chance.

The children will read a story in which two best friends have a fight but then decide to give their friendship another chance. Children will explore the daily bread and daily needs for growth for which they can confidently ask God. They will also continue their study of Old Testament ancestors with Moses, prophet and lawgiver.

**Materials:** Bibles, crayons or markers.

## Share Our Life Stories

**Objective:** The children will explore the land in which people from the Old Testament lived.

**Cover Activity: The Land Where Moses Walked.** Distribute Bibles to the children. Remind them of last week's map study about Abraham and Sarah. Explain that the small map in the inset shows the same area as the large cover map, only in relationship to its neighbors. Do the activity together, allowing time to color. Have the children work in pairs to look up Exodus 3.2 in the Bibles.

**Objective:** The children will explore opportunities people their age have for change and growth.

**Story: What Did I Do? (pages 2-4)** Have the children use the illustration and title to conjecture what the story is about. Direct them to read this story—which sets the theme of second chances—aloud in class. Discuss *THINK* on page 3. Answers: **1.** *They are best friends but, like all friends, have their disagreements and fights.* **2.** *Open-ended. Encourage the children to talk about their friendships. Help break the ice by telling the children about one of your close friendships and how you and your friend work through misunderstandings and conflict.* **3.** *Both Sam and Brigida. Open-ended.*

## Listen to the Gospel

**Objective:** The children will interpret the meaning of Jesus' parable of the fig tree.

**Gospel: Jesus Says There Is Time to Change (page 4)** Have four strong readers take the parts of Narrator, Jesus, Landowner, and Gardener and proclaim the Gospel. Discuss *THINK*. Answers: **1.** *The gardener. They both give their friendship another chance. Open-ended.* **2.** *Jesus is like the gardener, who wants to keep the tree, cultivate and fertilize it, and give it another chance. Jesus always gives people another chance.*

**Objective:** The children will become acquainted with the story of Moses.

**Our Catholic Faith: God Speaks to Moses in the Desert (page 5)** The *Catechism of the Catholic Church* tells us that Catholics read the Old Testament because it prefigures what God has accomplished in the fullness of time by sending us the Son (CCC 128-120). Tell the children that the Hebrew letters at the top of the burning bush spell Yahweh, the name God tells Moses the people can call God. The name *Yahweh* means *I am the one who causes to be*. Explain that Jews regard this name so holy they never say it out loud. Read the opening paragraphs of this feature aloud as a class. Explain that the Exodus passage at bottom center is from Sunday's first reading. Have the children work in pairs again to find the passages and answer the questions. *Answers, clockwise starting in upper left: daughter; law or commandments; manna; sea.*

## Build Christian Community

**Objective:** The children will explore the daily bread for which the Our Father invites them to pray.

**Living the Gospel: We Study the Our Father During Lent (pages 7-8)** Read aloud the directions for the activity, which highlights the "Give us this day our daily bread" sentence of the prayer. Have the children work in pairs to complete the three questions on the page 8 poster. Allow time for them to share with the class. Read *How Can We Help Others?* on page 7 together as a class. Choose a money or food project for your class for the remainder of Lent; plan to have the children bring money or food to your class sessions and have volunteers help you send or bring it to its destination. Have the children write the class commitment on page 8 and add this page to the previous *Our Father* posters.

**Saints: Paul, Apostle and Pastor (page 6)** This cartoon about St. Paul's life begins after he has received his second chance from God and asks for baptism. Read the prequel to his conversion from Acts 8.1 (the first mention of Saul) and 9.1-19. The children may not know that this prominent saint and author was a persecutor of Jesus' followers.

**Doctrine: Jesus Believes We Can Change (page 6)** Have the children read this summary of Sunday's Gospel concept of growth as Christians.

**Definition: Sacrifice (page 7)** Choose a student to read the vocabulary word to the class. Encourage the children to discuss how their Lenten commitment is a sacrifice.

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# Continuity Projects

## Seven Sacraments

Unit 3 begins with an activity in which the children play a board game about the sacraments. For the following seven lessons, invite a person from your parish to speak to your class about her or his experience with a specific sacrament.

### BAPTISM

Invite the parents of a newly baptized infant, a converted adult, or a young person from your school or parish to tell about baptism.

### FIRST COMMUNION

Have your class draw a memory of their first communions. Invite the person in your parish who teaches sacramental preparation to tell what she or he hopes for the children.

### RECONCILIATION

Invite your parish priest to celebrate a reconciliation service with your group or with the whole school or religious education program

### CONFIRMATION

Invite a teenager to discuss his or her experience with Confirmation and to answer questions.

### MARRIAGE

Invite a newly married, long-time married, or engaged couple to speak about their preparation and ceremony.

### HOLY ORDERS

Invite your parish priest to discuss his decision to become a priest and the process of being ordained.

### ANOINTING OF THE SICK

Invite a parishioner who has had a loved one receive this sacrament. Perhaps one of the children in your class or school has been anointed.

## Not So Ordinary Time

The first five lessons of Unit 3 are for the Sundays of Ordinary Time. Ordinary Time refers to all the Sundays of the Church year that are not part of the Advent/Christmas or Lent/Easter seasons. The children may have a hard time getting as excited about Ordinary Time as they do about Advent and Lent, but Ordinary Time can be extraordinary.

Every time your group meets, invite the children to share an event or experience they had during the week. Encourage them to take a closer look at ordinary, everyday things and find the extraordinary. Give some examples such as a sunset, the way icicles

formed on the side of their house, a little sister or brother's smile, a fun time with friends. Treat this sharing time as a prayerful way to calm your group before you begin the lessons.

## Me Bags: A Valentine Activity

**Materials:** Paper bags, markers, construction paper, scissors, glue, decorative materials.

This activity is a way to stress the idea of community in your *Venture* group throughout the unit. It asks the children to reveal what they think of themselves and what they appreciate in each other in the group. The success of the activity will depend on your group's ability to be a welcoming classroom community.

Distribute paper bags and decorative materials. If you have limited time, use only markers or colored pencils. If you want to spend more time on decoration, provide glitter, glue, ribbon, and construction paper. Have the children decorate the bags with their names and symbols that are meaningful to them. When everyone is finished, have them share one at a time why they decorated the bag the way they did. Have the children place their bags along the wall or on a table with their names facing outward. Explain that this represents your classroom community—each child is unique; together they make a community.

At the end of each lesson, children may put notes or drawings in the bags. You might want to enforce the valentine rule—if you give a note to one person, you have to give a note to everyone. If you keep this activity going for three or four weeks, you will have a chance to read the notes yourself and make sure they are not mean or harmful. Collect the bags at the end of each class. The children will not get their own bag back until the end of the activity. Follow this schedule to make and use the Me Bags.

- 2nd Sunday in Ordinary Time: Create bags
- 3rd Sunday in Ordinary Time: Tell about bags
- 4th–6th Sundays in Ordinary Time: Add to the bags. Distribute the bags to the children at the end of your February 14 class as their valentines.

## How Am I Doing?

**Answers to Assessment on Page 15**

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

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

# Extending Activities

## Mass Match-Up

After completing the *Venture* lesson for the 5th Sunday in Ordinary Time, give the children a copy of the cards on page 14. Have them cut out the 24 *Mass Match-Up* cards and then arrange them in the order they come in the Mass. If you wish, have the children work in pairs, or invite them to take the cards home to challenge their family.

*Answers:*

1. Opening Hymn/Procession
2. Penitential Act or Sprinkling Rite
3. Opening Prayer
4. Old Testament Reading
5. Responsorial Psalm
6. Second Reading
7. Gospel
8. Homily
9. Profession of Faith
10. Prayer of the Faithful
11. Presentation of Gifts
12. Prayer Over the Gifts
13. Preface
14. Holy, Holy, Holy
15. Eucharistic Prayer
16. Memorial Acclamation
17. The *Our Father*
18. Sign of Peace
19. Breaking of the Bread
20. Lamb of God
21. Communion
22. Final Blessing
23. Dismissal
24. Closing Hymn/Recession

## Prayer, Fasting, Almsgiving

Prayer, fasting, and almsgiving are traditional Lenten practices. Each serves as a guidepost, helping us steer a clear course to Easter. Help your students understand the following:

- *Prayer* expresses our relationship to God. Steady sustained prayer, by individuals and communities, sets us and keeps us on the path to God.
- *Fasting* is far more than giving up food. Fasting helps us better appreciate others. It empties us, so that we can be filled with the hunger of the millions who share our world.
- *Almsgiving* reminds us that God demands us to reach out to others in need. Almsgiving lets individuals help others with time, talent, and treasure. It also guides communities to work to change structures or institutions that perpetuate oppression or injustice.

Invite the children to promise God and themselves to spend a definite time each day in prayer. It doesn't have to be a long time, but it should be regular.

Have them choose to fast from something this Lent: candy, soda, desserts. Encourage them to choose something that they generally buy—and pay for—themselves. That way, they can use the money they save for almsgiving.

Make almsgiving more particular by encouraging the children to decide how much money they will donate and to what charitable organization or cause they will contribute. If the children cannot give money, suggest they donate time and talent instead—or in addition!

Give the children a copy of the *Prayer, Fasting, and Almsgiving* cards on page 14. Encourage them to post the cards at home.

## Catholic Social Teaching

Unit 3 of *Venture* has many opportunities to bring the Church's social teaching to the attention of the children. The last lesson for Unit 2, the Baptism of the Lord, featured the seven basic teachings on its cover. Post your own copy and let them tell you at the end of each lesson which teachings they think the lesson illustrates.

### ● January 17 **The human person is social.**

Jesus recognizes the importance of a wedding to the family and shows forth his own power at this very human occasion and at his mother's request.

### ● January 24 **The human person is social.**

The activity recognizes we need to build community among us as Jesus' Jewish ancestors did and as the first Christians did.

### ● January 31 **The human person is sacred.** Workers have rights and work has dignity.

Fannie Lou Hamer could not accept segregation and exploitation of her family's labor.

### ● February 7 **Solidarity; we are our brothers' and sisters' keepers.**

Our vocations are the way we serve the human community. Jesus' first followers recognized his message was meant for more than the Jewish community.

### ● February 14 **We take care of the poor and vulnerable.** Nothing is clearer in both Old and New Testament as that God hears the cries of the poor.

### ● February 21 **The human person is sacred.**

By *Venture* age children can make Lenten commitments modeled on Jesus' example of prayer, love of his Father, and care for the least among us. We pray the *Our Father*, Jesus' manifesto, as a community.

### ● February 28 **We care for the poor and vulnerable.**

By our loving actions, we can transform the world, at least a part of it.

### ● March 7 **We care for the poor and vulnerable.**

The *Our Father* calls us to share our daily bread with others.

# We Have Rights and Duties

*“Natural rights...are inseparably connected...with just as many respective duties.”*

*Peace on Earth #28, Pope John XXIII, 1963*

The United Nations Convention on the Rights of the Child declares that all children have certain basic human rights and outlines duties to help protect them. Discover these rights and duties. Play the Rights and Duties Game.

## Rights and Duties Game

Form groups of ten. Cut out one set of Rights cards and one set of Duty cards for each group. Everyone draws one Rights card and one Duty card. The two cards should not have the same number.

The first player reads his or her Rights card and then asks, “Who has the matching Duty card?” That player reads the Duty card. First player takes the end of a ball of string in hand, then tosses the second player the ball. Second player then reads his or her Rights card and repeats the process. Players continue reading and passing the string until each player has had a turn and is holding part of the string.

Then, the first player relates some problem that affects the right listed on his or her Rights card. For example, a player holding the #9 Rights card might say, “Polluting the rivers kills fish.” The player then tugs the string. Players in the circle who feel the tug, raise their hands, then tug their string. Tugs continue till the effect travels around the circle. Repeat for each player.

Rights Cards

<p><b>Right #1</b> The right to freedom and equality; no discrimination</p>	<p><b>Right #6</b> The right to express yourself and share in matters that affect you</p>
<p><b>Right #2</b> The right to develop physically, mentally, morally, spiritually, and socially</p>	<p><b>Right #7</b> The right to an education that is free, of good quality, and required</p>
<p><b>Right #3</b> The right to care— nutrition, housing, and medical services</p>	<p><b>Right #8</b> The right to protection and relief from war and its effects</p>
<p><b>Right #4</b> The right to protection from the impact of disease</p>	<p><b>Right #9</b> The right to share in the beauty and bounty of Earth</p>
<p><b>Right #5</b> The right to protection against neglect, cruelty, and exploitation</p>	<p><b>Right #10</b> The right to life’s benefits, including freedom from forced labor due to poverty</p>

## Duty Cards

<p><b>Duty #1</b> Treat all children equally. No favorites.</p>
<p><b>Duty #2</b> Put children’s needs first.</p>
<p><b>Duty #3</b> Provide care for every child.</p>
<p><b>Duty #4</b> Fight HIV/AIDS and other diseases that affect kids.</p>
<p><b>Duty #5</b> Prevent child abuse and exploitation.</p>
<p><b>Duty #6</b> Listen to children’s concerns</p>
<p><b>Duty #7</b> Make sure every child gets a good education.</p>
<p><b>Duty #8</b> Work for peace and protect children from war and its effects.</p>
<p><b>Duty #9</b> Protect Earth for future generations of children.</p>
<p><b>Duty #10</b> Fight poverty; invest in children.</p>

# Mass Match-Up

Cut out the 24 cards and mix them up. Arrange the cards in the order they come in the Mass.

<b>Prayer Over the Gifts</b>	<b>Communion</b>	<b>Gospel</b>
<b>Old Testament Reading</b>	<b>Sign of Peace</b>	<b>Prayer of the Faithful</b>
<b>Homily</b>	<b>Second Reading</b>	<b>Preface</b>
<b>Responsorial Psalm</b>	<b>Breaking of the Bread</b>	<b>Eucharistic Prayer</b>
<b>Memorial Acclamation</b>	<b>Dismissal</b>	<b>Final Blessing</b>
<b>Opening Hymn/Procession</b>	<b>Our Father</b>	<b>Profession of Faith</b>
<b>Holy, Holy, Holy</b>	<b>Presentation of gifts</b>	<b>Opening Prayer</b>
<b>Closing Hymn/Recession</b>	<b>Penitential Act or Sprinkling Rite</b>	<b>Lamb of God</b>

## Prayer

I promise to spend at least \_\_\_\_\_ minutes in prayer every day.

- This is when I will pray:  
\_\_\_\_\_
- This is where I will pray:  
\_\_\_\_\_

## Fasting

I choose to fast from \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

during Lent.

## Alms-giving

I want to reach out to my poorer sisters and brothers. This Lent, I will donate \_\_\_\_\_ of my own (amount) money, time, or talent to \_\_\_\_\_ (charitable cause)

# How Am I Doing?

Name \_\_\_\_\_

## A. Multiple Choice Questions

Circle the letters beside all the correct answers.

1. What's another name for the first five books of the Old Testament?
  - a. the Scriptures.
  - b. the Book of Kells
  - c. the Torah.
  - d. the Relics.
2. Which of the following are true?
  - a. Lent begins on Ash Wednesday.
  - b. There are 40 days in Lent if you don't count the Sundays.
  - c. Lent is a time for prayer.
  - d. Lent happens in the autumn.
3. What book of the Bible did Luke write in addition to his Gospel?
  - a. Acts of the Apostles.
  - b. Revelation.
  - c. Hebrews.
  - d. Exodus.
4. Before God called Isaiah to be prophet, Isaiah was \_\_\_\_\_.
  - a. a shepherd.
  - b. a priest.
  - c. a merchant.
  - d. a camel driver.
5. In the Sermon on the Plain whom did Jesus call "blessed"?
  - a. people who weep.
  - b. people who are rich.
  - c. people who are poor.
  - d. people who are hungry.
6. Who is the patron saint of France?
  - a. St. Brigid.
  - b. St. Joan of Arc.
  - c. St. Louis of France.
  - d. St. Dominic Savio.
7. What temptations did Jesus face in the desert?
  - a. to turn stones into bread.
  - b. to make it rain.
  - c. to act as a ruler of nations.
  - d. to be a divine show-off
8. In what prayer do we pray "Thy kingdom come"?
  - a. the *Hail Mary*.
  - b. the *Glory Be*.
  - c. the *Magnificat*.
  - d. the *Our Father*.
9. To whom did Jesus say, "You will soon be catching people"?
  - a. Matthew, Mark, and Luke.
  - b. Peter, James, and John.
  - c. Agatha, Lucy, and Felicity.

## B. Vocabulary Words

Match the following vocabulary words with their definitions.

- |                        |   |
|------------------------|---|
| 1. Mystery             | a. A strong urge to do something we know is wrong.                                |
| 2. Gospel              | b. Someone who speaks for God and calls us to do God's will.                      |
| 3. Prophet             | c. The particular state of life to which God calls each of us.                    |
| 4. Vocation            | d. A gift given to God to give thanks, fulfill a vow, or make up for sin.         |
| 5. Sermon on the Plain | e. The mystery of one God with three divine persons—Father, Son, and Holy Spirit. |
| 6. Sacrifice           | f. The first four books of the New Testament; this word means <i>good news</i> .  |
| 7. Temptation          | g. A collection of many of Jesus' sayings, including the Beatitudes.              |
| 8. Trinity             | h. A religious truth we know only because God reveals it to us.                   |

## C. Write or Talk

1. What is your favorite image of God—Father, Mother Friend, Creator, other?

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# UNIT 3

## We Share

## Jesus'

## Mission

Five Sundays of Ordinary Time plus the first three Sundays of Lent make up the third unit of *Venture*. The Ordinary Time Sundays carry on the continuous reading of Luke's Gospel that began on the First Sunday of Advent.

Luke stresses that Jesus fulfills the prophets. Jesus himself proclaims in his hometown synagogue that he is the one whom the prophet Isaiah described, the one the Spirit anoints to bring good news to the poor. Jesus comes with a mission—to herald the kingdom of God, to call followers, and to reach out with compassion and love to all people, especially people in need.

Jesus inaugurates his mission at a wedding feast. He begins by gathering people into a community marked by joyful, hands-on loving. Jesus turns enough water into wine for all generations—a Eucharistic sign.

*Venture* helps the children learn what it means to act as members of Jesus' community. They discover how to accept others as they are, to reach out to people who are poor, to learn to love all people, even those who hurt them. The children also investigate the meaning of their weekly worship together. They recognize that they gather each Sunday to become the community Jesus envisioned.

As Lent begins, *Venture* invites the children to connect the meaning of the *Our Father* with their own lives and to recognize that small and ordinary ways of loving are the key ingredients of the extraordinary Kingdom of God.

Lent is always schooltime in the Church. In its Lenten issues *Venture* follows the Church's lead in its first readings, which sample great moments in Israel's history. The *Venture* children also explore the *Our Father* in a five-part Lenten activity series that results in a poster. The *Our Father* is Jesus' mission statement; it summarizes his whole Gospel message.

Date/Sunday	Gospel Theme	Bible	Catholic Social Teaching	1 Creed	2 Sacraments	3 Life in Christ	4 Prayer
January 17, 2010 2nd Ordinary Time	John 2.1-11 Wedding at Cana	Jesus' signs	The human person is social.	Jesus teaches in signs.	Sacraments	Sacramental life Saints: Robert De Nobili	Toasting God
January 24, 2010 3rd Ordinary Time	Luke 1.1-4; 4.14-21 Jesus' Inaugural Sermon	Ezra; Torah Luke's Gospel	The human person is social.	Jesus acts in the Spirit.	Liturgy of the Word	Building community	Creating a prayerful place
January 31, 2010 4th Ordinary Time	Luke 4.21-30 Role of the Prophet	Elijah; Jeremiah Elisha	Workers have rights; work has dignity.	God reveals self in the Son.	The Old Testament informs the New	Risking to be prophets; Saints: Maximilian Kolbe	Prayer for the rejected
February 7, 2010 5th Ordinary Time	Luke 5.1-11 Jesus Calls Disciples	Isaiah	Solidarity; we are our brothers' and sisters' keepers.	The Church continues Jesus' mission.	Liturgy of the Word; Call of Isaiah	Recognizing God's call; Early Christian missionaries	
February 14, 2010 6th Ordinary Time	Luke 6.17, 20-26 Beatitudes	The poor of Israel	We care for the poor and vulnerable.	Jesus loves the poor.		Caring for the poor	Cries for the poor Prayer service
February 21, 2010 1st Sunday of Lent	Luke 4.1-13 Jesus Faces Temptation	David Bible verses	The human person is sacred.	Jesus is like us so we can be like him.	Lent	Making Lenten commitments; Saints: Joan of Arc	Ash Wednesday Our Father
February 28, 2010 2nd Sunday of Lent	Luke 9.28-36 Transfiguration	Abraham and Sarah	We care for the poor and vulnerable.	Transfiguration is a sacrament of our resurrection.	Lent		<i>Our Father</i> , Lenten prayer service
March 7, 2010 3rd Sunday of Lent	Luke 13.1-9 Chances to Change	Moses Bible lands	Dignity of work.	Jesus establishes a covenant forever.	Lent	Saints: Paul	<i>Our Father</i>