

2nd Sunday in Ordinary Time
through the 3rd Sunday of Lent
January 17, 2010, through March 7, 2010
Volume 29, Number 3

Grades 7, 8

VISIONS

Teaching Guide

Unit 3: Jesus' Mission Is Our 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 *Pfifteen 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.

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 begins his ministry.

In John's Gospel Jesus begins his ministry at a wedding feast. Jesus shows us he has come to transform our lives by transforming the sadness and embarrassment of running out of wine at a wedding into the joy and gladness of finding the best wine still left. Jesus' action gathers people together in joy.

Visions illustrates how each of us is capable of forming or joining communities that make a difference in other people's lives. *Visions* tells the true story of Craig Kielburger, who at age 12 turned his interest in the plight of child laborers throughout the world into Free the Children, an international group working to end child labor.

Share Our Life Stories

Opening Prayer Gather in your prayer space. Have one of the young people read Psalm 96.1-10 from the Bible, pausing after each verse. The class responds to each verse, "Proclaim God's marvelous deeds to all the nations." Point out that they will pray this psalm as a parish community at Sunday Mass.

Objective: The young people will map out their personal sacramental journeys.

Cover: Sacramental Journey (cover and page 8) Have the young people examine the cover. Identify the drawings on the page: *baby; adolescent; people at work; illness*. Read the directions aloud. Distribute scissors and glue or tape. Be prepared to clarify the symbols on page 8. *Water: Baptism; chairs: Reconciliation; bread and wine: Eucharist; dove: Confirmation; stole: Holy Orders; rings: Marriage; oil: Anointing of the Sick*. Read the directions on the cover aloud. Give young people time alone or in pairs to complete the activity. Have them share in small groups what they wrote or drew and where they placed their sacrament symbols.

Objective: The young people will recognize how Craig Kielburger has formed a new community.

Article: A Community to Free the Children (pages 2-4)

Read aloud the article's title, "A Community to Free the Children." Choose strong readers to take turns reading paragraphs aloud. Wait to read the box on page 3 until after discussing the main article. Discuss *TALK* on page 3. Answers: **1.** *Craig creates Free the Children. He unites young and old people around the world toward the common goal of ending child labor; he connects to people using the Internet; he writes, speaks, and raises money to help free children from child labor.* **2.** *Following Craig's example, young people can help change the bad things they see in their communities, countries, or world when they do their research and take themselves seriously. They can use the Internet to link up and share ideas with others throughout the world.* **3.** *Education, safety, food, respect, the freedom to choose how they spend their time; Open-ended.*

You Can Be Part of FTC (page 3) Read aloud ways your own class can get involved with FTC. Assign a volunteer to research each of the programs listed and report back to the class. There are lots of free downloadable materials.

Listen to the Gospel

Objective: The young people will explore Jesus' signs in John's Gospel.

Gospel: Jesus Attends a Wedding Feast at Cana (page 4)

Have four young people proclaim the Gospel. Discuss *TALK*. Answers: **1.** *The embarrassment of running out of refreshments for guests at a wedding.* **2.** *He changed water into wine, a sign that he is the new wine, the Messiah people have been waiting for. Jesus' actions show his concern for people's feelings, his regard for the value of celebration, his generosity.* **3.** *Not only did Jesus replenish the supply of wine, he made it the best wine he could; rather than skimp on quality toward the end of the wedding, the bridegroom appeared to respect his guests so much that he served them even better wine.*

Our Catholic Faith: Jesus Is the Best Wine (page 5)

Distribute Bibles. Have the class read this feature about the signs Jesus performs in John's Gospel. Divide the class into seven small groups and assign each group one sign story to look up. Do the final sentence completion together as a class.

Definition: Community (page 4) Choose a student to read the definition to the class.

Build Christian Community

Objective: The young people will investigate the symbols and actions of the seven sacraments.

Living the Gospel: Sacraments Make Our Faith Visible (pages 6-7)

Choose volunteers to read the directions on page 6. Have the young people divide into groups of 2 or 3. Each group chooses one of the kinds of sacraments: initiation, healing, or service. They also choose a question at far right to answer. Once each small group has completed the activity, invite them to report to the class. If you have an extroverted group, invite each group to act out each sacrament, emphasizing the gestures of the sacrament.

Puzzle: Unscramble the 7 Signs (page 8) Ask the young people to complete the puzzle in class or at home.

Doctrine: Jesus Gathers Us in Joy (page 8) Read this feature as a summary of Sunday's Gospel concept.

Closing Prayer Gather in a prayer circle. Their response is, "May God bless and keep you."

- Invite anyone who will be celebrating a special event like a birthday that week to raise their hands. *Group responds.*
- Ask for anyone who has a difficult test at school, upcoming medical procedure, or another big worry to raise their hands. *Group responds.*
- Invite the young people to share any personal intentions or concerns they may have. *Group responds to each.*

Gospel Theme: Jesus is the good news.

Visions introduces the Gospel from which the Church will read in the C cycle this year—Luke’s Gospel. Jesus announces his mission in this Sunday’s Gospel. He is God’s Spirit-filled prophet, come among us to fulfill our deepest longings, to fulfill hopes greater than our own best dreams. Jesus comes to free us from blindness and captivity. He comes to favor and affirm us, to grace us with his own power to love. Jesus calls us to continue his mission, to bring the good news of God’s love to all people. This includes ministering to the poor and outcasts whom, Luke states, Jesus liked to associate with.

Share Our Life Stories

Opening Prayer Choose one of the young people to read Psalm 19.8-10, 15, pausing after each verse. Invite the class to respond by praying, “Your words, O Lord, are spirit and light.” Remind the young people that they will pray this psalm at Mass on Sunday.

Objective: The young people will explore the prophetic message of Dr. Martin Luther King, Jr.

Cover Activity: I Have A Dream This cover activity commemorates the birthday of Dr. Martin Luther King, Jr., which we celebrated this year on January 18, and prepares young people for Black History Month in February. It presents King as a man with a vision and a mission, a prophet who offered a message of hope for his people and a mission of loving justice for his nation. Tell the young people that Dr. King’s picture is laid out on a background of cloth from Ghana called *Kente* (from the word *kenten*, which means “basket”). Point out some of the symbols depicted on the cover and have young people read them aloud. Then call attention to the patterns on the photo of the cloth itself. Explain that the rectangles in the cloth depict power, and the zigzag prudence and wisdom. Ask the young people why displaying or wearing *kente* cloth might be a fitting way to honor Dr. King and his memory. Ask a volunteer to read aloud the portion of Dr. King’s “I Have a Dream” speech printed on the cover. Have the young people speculate on how well we have worked to make Dr. King’s dream a reality.

Objective: The young people will understand that Jesus came to announce the good news of God’s love to the people of Israel and, through them, to the world.

Article: A Gospel Writer Called Luke (pages 2-4) This article provides valuable background for understanding and appreciating Luke’s Gospel. Have volunteers take turns reading sections of the article aloud in class. Or divide your class into five groups and have each group read and report to the class on one of the five sections of the article. Discuss *TALK* on page 3. Answers: **1.** *Luke has decided to write down all he learned about Jesus so that the people can better trust what they have been taught about Jesus.* **2.** *Open-ended.*

Answers may include the shepherds at 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.** *Luke shows Jesus as someone who rejoices in conversions and change. Jesus heals, forgives, and believes in second chances in Luke’s Gospel.*

Listen to the Gospel

Objective: The young people will recognize that Jesus acts as a Spirit-filled prophet.

Gospel: Jesus Announces Who He Is (page 4) Have four young people take parts and proclaim the Gospel. Discuss *TALK*. Answers: **1.** *Jesus will bring good news to the poor, liberty to captives, sight to the blind, freedom to the oppressed, and a year of favor from God. A year of favor, or Jubilee Year, occurred every 50 years in Old Testament times, when debts were forgiven and everyone could start over with a clean slate.* **2.** *At Mass, a lector and priest read from the lectionary and proclaim God’s word, much in the same way Jesus did in the synagogue.* **3.** *Open-ended.*

Definition: Synagogue (page 4) Read the definition aloud. Jesus announced his mission in his hometown synagogue.

Objective: The young people recognize how storytelling establishes identity and shapes the future.

Our Catholic Faith: We Remember Stories to Create Our Future (page 5) Before reading this feature, discuss as a class the lead-off questions at the top of column 1. Then have young people read this article. Explain that Israel’s history is our history, too, because Jesus was a Jew. Use the last two questions to help young people connect the Old Testament events with events in their own lives. Encourage them to think of stories their families share and then to identify stories from their own past that they hope will influence their future.

Build Christian Community

Objective: The young people will recognize characteristics of Luke’s Gospel.

Living the Gospel: Luke Live! (pages 6-7) The young people will need their Bibles for this activity. Read and follow the directions on pages 6-7 to create a talk-show panel. Pick an animated, extroverted student to be Luke. The success of this activity depends on how lively the young people are and how well they research and act out their roles.

Christian Leaders: Sister Mary Antono Ebo (page 8) Read aloud this feature about an African American Catholic sister who became a voice in the civil rights movement.

Doctrine: We Are God’s Favorites (page 8) Read this feature as a summary of Sunday’s Gospel.

Closing Prayer Gather in your prayer circle and sing “*We Shall Overcome*.” Invite the young people to share a petition for our country. After each petition, the group can respond by singing another verse of the song.

Gospel Theme: Jesus' neighbors reject him.

The Gospel for last Sunday is a cameo of the whole Gospel. In it 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. In this Sunday's Gospel 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. *Visions* explores the experience 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 young people discover who they are.

Share Our Life Stories

Opening Prayer Gather in your prayer space. Ask a volunteer to read Psalm 71.1-6, 8, pausing after each verse. The group responds, "I will sing of your salvation."

Objective: Young people will examine the nature of love as described in 1 Corinthians.

Cover Activity: Love Is. Distribute Bibles to the young people, give them time to look up 1 Corinthians 13.4-13, part of Sunday's second reading, and have them fill in the missing words. Note: The missing words for the cover are: *patient, kind, jealous, inflated, rude, own interests, quick-tempered, brood over injury, wrongdoing, rejoices, truth*. They are taken from the lectionary (New American Bible translation). If you do not have a copy of the lectionary or if your young people use a different Bible translation, be ready to help them with the above. Afterward, encourage the young people to discuss other ways to describe love. List ideas on the board or on newsprint.

Objective: The young people will examine how we accept and reject others.

Story: Big Jack and the Karate Kid (pages 2-4) Invite the young people to read the title and look at the illustration to speculate what the story is about. Have them read the story in pairs of weak and strong readers. Discuss *TALK* on page 3. Answers: **1.** Jack feels most secure as part of the group, laughing and joking with other kids, focusing attention on someone other than himself; open-ended. **2.** They see Sam as good-natured, willing to go along with their jokes and to laugh at himself. Sam wants to fit in and make friends—open-ended. **3.** Sam tells Jack he's tired of being pegged as different; Jack realizes that he's pegged, too—as the slowest kid in the class. Open-ended.

Listen to the Gospel

Objective: The young people will see that Jesus' teaching was not always accepted by people.

Gospel: People of Nazareth Reject Jesus (page 4) Have two of the young people take the parts of Narrator and Jesus. The rest of the class read the People of Nazareth part. Proclaim the Gospel. Discuss *TALK*. Answers: **1.** Jesus says he is the fulfillment of the prophecy of Isaiah, the one sent from God to bring the good news and announce a year of favor from the Lord. **2.** Joseph's son. **3.** Jesus means that because people know someone as a person who grew up in their home town, they find it hard to accept that person in a new role, especially that of a prophet.

Definition: Anointing of the Sick (page 4) Read the definition aloud. This sacrament continues Jesus' healing actions. Have young people relate the definition to Jesus' words in the Gospel.

Build Christian Community

Objective: The young people will understand how Luke uses Old Testament references in his Gospel.

Our Catholic Faith: The Old Testament Tells Us Who Jesus Is (page 5) Read this feature aloud to the class or have readers take turns reading paragraphs. Have young people form small groups to complete the Bible sleuth questions.

Objective: The young people will identify and confront their own prejudices.

Living the Gospel: Confront Your Prejudices (pages 6-7) Divide the young people into groups of three or four. Start discussion by drawing attention to the photo on page 6. Assign one of the three questions in the left column to each of the small groups. Discuss their answers as a class.

Read the introductory text in the second column on page 6. Point out the game cards on page 7. Ask one volunteer to cut his/her game cards out for the entire class, while you read through the directions on page 6. Explain that discussing the statements will help the young people learn how absurd some of our prejudices are.

Prayer: Healing Tell the young people that they will join in a prayer for healing. Distribute slips of paper. Ask young people to write on the slip a prejudice or selfishness they feel needs healing. Collect the slips and place in a basket or hat. Gather the young people in the prayer area with their copies of *Visions*. Begin prayer by having the class read the words from 1 Corinthians on the cover. Then invite the young people, one at a time, to draw a prayer slip and read it aloud. After each student reads, all respond in prayer, saying "Heal us, loving God." Conclude by sharing a sign of peace.

Doctrine: Jesus' Hometown Rejects Him (page 6) Have the young people read this summary of Sunday's Gospel theme. **Plan Ahead** Before next week's class find the song "With My Own Two Hands" by Ben Harper. It was originally released in 2003 on the album "Diamonds on the Inside."

Gospel Theme: Jesus calls his followers.

In Sunday's Gospel the evangelist Luke tells his story of Jesus calling his first disciples. Luke's version focuses on Peter. In Luke, Jesus asks Peter to let him teach in his boat and then commands him to lower his nets in deep water. Peter 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 person and gives Jesus the opportunity to call him to his new vocation—catching people.

The boat symbolizes the Church or Christian community to which missionaries like Jesus' early followers called and gathered people in the 80s A.D. Jesus' call to his disciples to gather others into the Christian community continues in our everyday lives.

Share Our Life Stories

Opening Prayer Have the young people sit in a circle in your prayer space. Ask them to close their eyes and think about all they have accomplished today, this week, in the last month. Ask them to think about which of those tasks they have done with their hands. While the young people join hands, pray over them, "Bless these hands which have done so much work, have shown so much love, and hold the promise for so much to come. Amen."

Objective: The young people will recognize they can experience calls to grow and change.

Cover Activity: With My Own Two Hands While the young people are still sitting in the prayer circle, distribute *Visions*. Point out the photos of Ben Harper and Nelson Mandela on the cover. Ask volunteers to read the lyrics to, "With My Own Two Hands." If you are able to provide a recording of the song, play it for the young people. Afterward, briefly discuss the song, apartheid, and Nelson Mandela. Allow the young people time to write their responses to the two cover questions.

Story: Party Girl (pages 2-4) This week's story focuses on a girl who tries so hard to be popular with her peers she forgets the importance of being honest with everyone, including herself. Read this story aloud or silently. Discuss *TALK* on page 3. **1.** *Jamie is trying to find friends by doing what she thinks is cool—providing alcohol, throwing a party when her parents are supposed to be gone.* **2.** *Rosa's request to have the youth group meeting at Jamie's house shows her that she doesn't need to be a party girl to have a good time with friends; youth group members.* **3.** *Open-ended.*

Listen to the Gospel

Objective: The young people will appreciate what a call from Jesus involves.

Gospel: Jesus Calls Three Friends to Follow Him (page 4) Assign four young people the parts of Narrators 1 and 2,

Jesus, and Simon, and have them proclaim the Gospel. Discuss *TALK*. Answers: **1.** *Jesus asks Peter to take him fishing, then asks him to fish for people instead.* **2.** *Peter's faith in where Jesus wants him to fish. The Gospel is talking about calling people to believe in Jesus.* **3.** *Peter was willing to try what Jesus asked of him; even though he made mistakes, he kept trying again. Open-ended.*

Objective: The young people will explore God's call to Isaiah and Peter.

Our Catholic Faith: How Can We Respond to God's Call? (page 5) Distribute Bibles to the young people. Have them work in pairs to read this feature, which explores God's calls to Isaiah and Peter in Sunday's readings, and to complete the questions. You may want to assign this page as homework.

Build Christian Community

Objective: The young people will recognize their talents, interests, and character traits.

Living the Gospel: Write a Personal Profile (page 6)

Introduce the activity by pointing out to the young people that Peter, James and John were fisherman. If Jesus were opening a seafood restaurant, it would make sense that he chose them as disciples. As we know, Jesus was looking for people to help him spread the good news. What about the fishermen made them valuable followers?

This activity helps the young people first identify their strong traits and interests. The activity on page 7 helps them speculate how they can use those talents. This is what we call vocation. Allow students to sit in pairs and work on filling out their own character wheel and writing descriptions of themselves.

Where Do You Want to Use Your Talents? (page 7) Tell the young people to use their answers from page 6 to help them fill out the work/vocation application.

Definition: Vocation (page 7) Ask a volunteer to read the definition aloud. Teach about how the activity helped them think about their possible vocation in life.

Objective: The young people will identify ways to discover their vocation in life.

Prayer: Paying Attention to God's Call (page 8) Read the opening paragraph aloud. Go through the steps with the young people, giving them time to write their responses. Encourage sharing as you progress through the steps. Finally, gather in the prayer area. Ask one of the young people to act as prayer leader. Divide the rest of the class into four groups and direct each group to take its appropriate part in the prayer service. Join in prayer together.

Doctrine: Jesus Calls Us (page 8) Have the young people read aloud this feature about the many ordinary ways Jesus calls us.

Gospel Theme: Jesus speaks about happiness.

The evangelist Luke has a bias for the poor that shows in Sunday's Gospel passage. When Jesus teaches the Beatitudes in Matthew's Gospel, he says, "Blessed are the poor in spirit, the reign of God is theirs." Luke takes out the phrase "in spirit." Throughout his Gospel Luke calls attention to the real poor—people without enough food, without clothes or shelter. In his Beatitudes Jesus teaches clearly that the poor, the sorrowing, the hungry, and the persecuted have a place in the kingdom of God. Jesus' teaching asks us to reassess our notions of success. In the kingdom of God welcoming the poor, comforting the sorrowing, respecting all people are the marks of success, not gaining riches or status.

Share Our Life Stories

Objective: The young people will discover their own blessings.

Cover Activity: Discover Your Blessings Ask the young people what they think of when they hear the word *blessing*. Distribute *Visions* and read the directions aloud. Instruct them to add their own responses, working alone or in pairs. Invite sharing. Discuss: How is naming our blessings like a treasure hunt? Who helps you discover blessings in your life?

Objective: The young people will explore who in their community are the "poor"—those whom God blesses—and will grow in empathy for them.

Drama: Baloney or Blessing? (pages 2-4) Choose young people to take parts in the drama. Each scene has four voices who speak in prose plus a "blessed one" whose part is rhymed. Involve everyone in the drama. If your group is small, double up on parts. Consider presenting the drama to another religion class.

Discuss TALK on page 3. Answers: For **1, 2, and 3**, look for responses that indicate the young people are empathetic to the needs and rights of the poor and outcast—for example, the nerd in school, the kid from the poor family, the kid of a different race, the kid with a disability; open-ended. **4.** Look for responses such as the following: the elderly, poor and homeless people, sick people, single parents, hungry people, etc.; visit them, help at a shelter, work at a soup kitchen, organize a food drive, etc.; open-ended.

Listen to the Gospel

Objective: The young people will become familiar with the Beatitudes and to whom they apply.

Definition: Beatitudes (page 4) Read aloud this definition before proclaiming the Gospel.

Gospel: Jesus Teaches the Beatitudes (page 4) Have four young people take the parts of Narrator and Jesus 1, 2, and 3 and proclaim the Gospel. Discuss TALK. Answers: **1.** Open-

ended—feeling sorrow can make a person more sensitive to others' pain and help us appreciate how important family, friends, and Christian values are; going hungry and being poor can make us more aware of others' needs, more dependent on God, and grateful for simple things. **2.** Open-ended—homeless people, people who don't speak English, the mentally ill, poor people, the elderly. Jesus would scold those who ignore the poor, those who don't question injustices around them.

Objective: The young people will recognize the extent of poverty in ancient Israel and express their understanding of poverty today.

Our Catholic Faith: Who Were the Poor in Bible Times? (page 5) Catholic social teaching builds on Old Testament teaching about rich and poor. Have young people take turns reading this feature aloud, taking time to examine and interpret the illustration that goes with each set of dates. Have the young people work in pairs to write their own beatitudes and allow time for them to share them with the class.

Build Christian Community

Objective: The young people will experience becoming poor by playing a simulation game.

Living the Gospel: Rich and Poor: A Beatitudes Game (pages 6-7) Plan to bring enough dice to class for each group of three or four to use one. Substitute numbers written on slips of paper if you have no dice. Read aloud the purpose and directions to the game. Allow time for the young people to play six rounds of the game, then gather as a class to discuss the questions at the bottom of page 6. The game will show that most causes of poverty in Israel, as is true today, were not blameworthy.

Objective: The young people will become familiar with homes for children.

Christian Leaders: Nuestros Pequeños Hermanos (page 8) Invite the young people to read about this program that creates life-long families for children in nine different countries throughout North, Central, and South America. Encourage the young people to log on to NPH.org.

Doctrine: What Do the Beatitudes Ask? (page 8) Read aloud this summary of Sunday's Gospel concept of God's special love for the poor.

Closing Prayer The young people will express gratitude as a form of prayer in their closing circle. Allow each a chance to name a person, place, or event for which they are thankful. Lead the young people in responding, "Thank you, God," after each person shares.

ACTIVITY ALERT Extend today's lesson with *What is a Value?*, on page 14 of this guide. This activity will help the young people prepare their Lenten commitments.

Gospel Theme: Jesus pledges his faith to his Father.

On this 1st Sunday of Lent Jesus faces temptations and refuses to become a divine show-off. Instead, he remains the brother human being who comes among us to show us the power of love. Jesus insists people need more than bread to live; they need love and hope. In Jesus we see God living a human life, showing us the power of love, forgiveness, and sharing. This Gospel challenges us to accept and work with our own humanity, just as Jesus chose to do in his life on earth.

Junior-high young people face lots of temptations and feel pulled in all sorts of directions. The main character in the story is conflicted about his younger sister beating his time in a race. He has to choose between anger and acceptance. *Visions* also begins a special Lenten feature in this issue. In an effort to provide junior-high young people with a variety of prayer opportunities and options, the activities on pages 6 and 7 will explore different forms of prayer each week.

Share Our Life Stories

Opening Prayer Remind the young people that this week is the beginning of the Lenten season of the liturgical year. Encourage them to dedicate a few minutes every day during Lent to conversation with God. Give them a minute of silence before praying, "Compassionate God, accept the words, thoughts, and prayers of these young people. Help them hear your response with their hearts."

Objective: The young people will choose a Lenten practice.

Cover Activity: LENT This week's cover initiates the season and offers some creative ways to try the traditional Lenten practices of prayer, fasting, and almsgiving. Have the young people read the suggestions. Challenge them to try and do one activity a day for the 40 days of Lent. Point out that many of them are extremely easy to do. They can highlight or cross out the activity to keep a record

Story: 27.11 (pages 2-4) This story speaks to the ways we choose to deal with the success of others. When we feel our own successes are eclipsed by those of others, we are tempted to resent rather than rejoice in those successes. The young people will recognize that they need to look at what tempts them to act selfishly rather than with love. Read the story in pairs of weak and strong readers. Discuss *TALK* on page 3. Answers: **1.** *His sister beat his best time and qualifies for state finals. He doesn't qualify and is jealous of Lil instead of being supportive. It is not wrong to have feelings, but it is wrong to punish others.* **2.** *Mike is tempted to sulk, withdraw, be rude, and not open up to his parents. He wants to be proud and defiant.* **3.** *Mike wishing Lil luck shows that he is more open to sharing in the success of others, he will recognize when he is withdrawing.*

ACTIVITY ALERT Use the activity on page 13 of this guide, *The Lenten Journey*, to extend the lesson.

Listen to the Gospel

Objective: The young people will identify the temptations Jesus faced in the desert.

Gospel: Jesus Faces Temptation (page 4) Have four young people take the parts of Narrator 1 and 2, Jesus, and the Devil, and proclaim the Gospel. Discuss *TALK*. Answers: **1.** *People need nourishment for their souls, minds, and spirits, as well as bodily food.* **2.** *Jesus is truly human and truly God. Jesus accepts his full humanity, including being tempted, making choices, keeping the Commandments.* **3.** *Jesus shows our capacity to be like God lies in our being able to choose and love.*

Objective: The young people will continue to investigate the Eucharistic Prayer to better recognize how prayers of thanksgiving are ways of worshiping God alone.

Our Catholic Faith: Lent Calls Us to Worship Only God (page 5) Have your class read and do the first column of this feature in small groups. Choose a strong reader to proclaim the reading. (Note: Aram was an ancient name for the area between the Tigris and Euphrates rivers, where Abraham and Sarah wandered with their flocks. Hence the reference to Abraham as "a wandering Aramean.") Read Eucharistic Prayer IV from a missal and have the young people listen for the people and events in history for which this prayer thanks God. Answers for first list: *created us in God's image; helped people seek and find God; offered a covenant to them and taught them through the prophets; sent only Son to be our Savior, who proclaimed good news of salvation, freedom to prisoners, joy to the sorrowing, died and rose to restore our life, and sent the Holy Spirit.* Then give the young people time to list blessings in their own lives.

Build Christian Community

Objective: The young people will practice creating time and space for prayer during lent.

Lenten Activity: Make a Space and Time to Pray (pages 6-7) Bring a small dish of ashes to class. You can burn last year's Palm Sunday palms if you have some. The activity has three parts. Have the young people complete page 6 individually. Divide into two groups to plan space to pray and centering techniques for the class.

Ash Wednesday Prayer Service (page 7) Read and discuss the definition of Lent on page 4. Assign Leader 1 and 2 parts and celebrate the Ash Wednesday prayer service on page 7.

Objective: The young people will identify temptations teens commonly face.

Attitudes: What is a temptation kids your age face? (page 8) Have the young people read the responses to this week's question. Ask which one(s) they most agree with. Discuss how temptations can lead to a compromise of our values.

Doctrine: Jesus Shows Us Our Strengths (page 8) Read this feature as a summary of Sunday's Gospel concept of Jesus' showing us the power of our human ability to love.

Gospel Theme: Jesus shows he is Son and prophet.

The vision of the Transfiguration shows us Jesus in the glory of the resurrection. Jesus' resurrection gives shape to his future, to the future of Peter, James, and John, and to our own. We choose our futures from among our best dreams and visions, our deepest prayer and reflection.

The Gospel stories of temptation and transfiguration begin Lent each year. The real-life stories in *Visions* also deal with temptation and transfiguration. The young girl in this week's story is tempted to distort her body to be thin, her definition of beauty and success. *Visions* encourages young teens to make choices that help their best dreams come true.

Share Our Life Stories

Opening Prayer Gather the young people in the prayer space. Instead of staying in their regular circle, ask them to turn around and face outward. If you have windows, let everyone look outdoors. Have them focus on their breathing as you pray, "God of all creation, these young people have spent all day interacting with their parents, families, and one another. Grant them a few moments of serenity to focus on you, the world, and their place in that world."

Objective: The young people will identify ways their viewpoints can shape their choices.

Cover Activity: Check Your Point of View The items pictured on this cover demonstrate how our perceptions can change depending on our point of view. Have the young people quickly check their point of view for each of the nine items. Share responses. Point out that our viewpoints can affect the choices we make and, thus, the way we act. For example, a student who sees the police as foes will probably make choices far different from a student who regards the police as friends. Encourage the young people to offer examples or situations in which a new point of view makes a difference in decisions and actions. If possible, share a situation from your own experience to initiate discussion.

Objective: The young people will envision the sort of positive change they need to make to become the person God calls them to be.

Story: Little Miss Perfect (pages 2-4) The incidence of anorexia and bulimia is high among junior-high young people, especially girls. Conscientious, high-achieving teens such as Krista in the story seem most vulnerable to this disorder. Encourage young people to talk to you or their parents if they think they need help, or to a school counselor or their family doctor. Discuss TALK on page 3. Answers: **1.** *Krista told a boy that Ellen liked him. Krista seems perfect; has boyfriends; teachers think she's wonderful. Ellen is envious of Krista.* **2.** *She sees herself as too heavy, not good enough as she is to be a cheerleader.* **3.** *Ellen thinks Krista has it all. When she realizes Krista has bulimia, Ellen is ready to give her support and love.*

4. *Krista realizes Ellen doesn't hate her; Ellen will help Krista talk to their parents.*

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 young people proclaim the Gospel dramatically as Narrator 1 and 2, Peter, and the Voice of God. Discuss TALK. Answers: **1.** *It reveals Jesus is God's son. Having Moses and Elijah with him puts Jesus in the company of Israel's greatest prophets. He is the fulfillment of their prophecies.* **2.** *Open-ended; to encourage us as we try to make changes during Lent and progress to our own celebration of Easter glory.* **3.** *They saw Jesus in glory and heard God call him Son. They also heard about Jesus' impending death. They can remember this after Jesus' passion and death; open-ended.*

Our Catholic Faith: Lent Calls Us to Believe God's Promises (page 5) Sunday's first reading tells the story of Abraham and Sarah's response to God's promise and provides a model of keeping a Lenten commitment. Allow time for the young people to do the four steps. Ask them to wait until after the Gospel Activity to cut out the Lenten Commitment corner of the page.

Definition: Covenant (page 4) Have young people express their understanding of this central Old Testament relationship in their own words.

Build Christian Community

Objective: The young people will create metaphors for God to use in their personal prayer journals.

Lenten Activity: Journal Your Metaphors for God (pages 6-7) Plan to bring Bibles to class. Read aloud the introduction to the activity, then have the young people work in pairs to look up the psalms and fill in the metaphors they find. Then have them write a metaphor of their own. Plan to make your own prayer journal ahead of time so you can show the class how it's done. Have the young people cut and fold the journal according to the diagram on page 6. Create your prayer space according to young people's plans from last week before celebrating the *Psalm Prayer Service* together.

Objective: The young people will appreciate everyday miracles that other teens have experienced.

Attitudes: What is the most amazing thing you have ever seen? (page 8) Have the young people read the printed responses and share their own answers to this week's question.

Doctrine: We Glimpse Our Futures (page 8) Invite the young people to read this feature aloud as a summary of Sunday's Gospel concept of the power of vision and prayer.

Gospel Theme: We have time to change and grow.

In this Sunday's Gospel Jesus teaches us that God is like a gardener who wants to hoe around and fertilize a barren fig tree for one more year. God is not in the business of punishing through tragedies and killings, as many people in Jesus' time thought. God will give us one more chance, even when we have given up on ourselves.

Visions this week uses a cartoon story to illustrate the importance of second chances. The characters in the story decide to forgive the villain just as the gardener in this week's Gospel refuses to give up on the fig tree.

Share Our Life Stories

Opening Prayer Gather the young people in the prayer space. Ask them to focus on someone who has wronged them. Explain that although forgiveness is difficult, it is what we are called to do as Christians. Invite them to concentrate on the act of forgiveness as you pray the *Our Father* together.

Objective: The young people will examine failure, their own experiences of failure, and what they can learn from failure.

Cover: Finding Life After a Failure Distribute *Visions*. Ask the young people to speculate about the cover photo. What has just happened? What clues led to their conclusions? Introduce the song lyrics on the cover. Have them read the lyrics. If you are able to provide a recording of the song, play it for the young people. Help them recognize the elements that make failure hard to deal with: *pressure; one's own expectations; the expectations of others; hopes and fears*. Encourage the young people to share their own experiences with failure and what they learned.

Graphic Story: Super Serve-All and the Perilous Plot of the Purple Usurper (pages 2-4) This story uses a cartoon format to tell a story of forgiveness. Although we need to convey the importance of second chances, we don't want to condone anyone being a victim, either. One reason the young characters in the story are strong is because they support one another and stick together.

Ask the young people to break into groups of three or four to read the story. Walk among the groups keeping them on task and helping them with puzzles they have trouble solving. Puzzle answers for page 3: *Bandage*; page 4: *FORGIVE*. Have them discuss *TALK* on page 3 as a class. Answers: **1.** *Super's job is protecting people's dignity while maintaining peace and order.* **2.** *The Usurper is surprised because he expected to be punished or shunned. He thought the characters would treat him the same way he treated them. They treated him with kindness instead.* **3.** *Open-ended.* **4.** *Open-ended.*

Definition: Conversion (page 4) Read this definition with the class. It is a key Lenten word that means turning to God.

Listen to the Gospel

Objective: The young people will interpret the meaning of Jesus' parable of the fig tree.

Gospel: Jesus Calls Us to Change Our Hearts (page 4)

Explain to the young people that many people in Jesus' time thought sickness and disaster were punishments for sin. Remind them of what they read about the poor of Israel in recent issues of *Visions*. Jesus insists that the victims of Pilate and the tower disaster were no worse than any other people. Have four young people take the parts of Narrator, Jesus, Man, and Gardener and proclaim the Gospel. Discuss *TALK*. Answers: **1.** *See above.* **2.** *It never bore figs. The gardener wants to cultivate it, fertilize it, and give it another year to bear.* **3.** *Just as the gardener refuses to give up on the fig tree, Super wants to forgive the Usurper and allow him to try again. God is patient and nurturing and willing to offer another chance rather than condemn.*

Build Christian Community

Objective: The young people will explore what the burning bush story expresses about who God is.

Our Catholic Faith: Moses Learns God's Name (page 5)

Explain that the flaming Hebrew characters above the burning bush illustration spell Yahweh in Hebrew. Have four young people take the parts of Narrator 1 and 2, Moses, and God and proclaim Sunday's first reading. Read aloud the instructions and boldface text in the first column and have young people check their choices of statements. Discuss their choices. Take time to pray the burning bush story by having a strong reader read the last paragraph of the first column. In this way young people will not only learn about Yahweh but meet Yahweh in this story through prayer.

Objective: The young people will experience a variety of Catholic prayer traditions.

Living the Gospel: Explore Catholic Prayer Traditions (pages 6-7) Bring one or several rosaries to class. If time allows for a visit to your parish church, arrange in advance to be sure it will be open. Divide your class into five groups to try the prayer forms, assigning each to a section on pages 6 and 7. If your class meets daily, you may want to have one group lead a different prayer form each day this week.

Puzzles: Who Wants to Be a Catholic? (page 8) Invite the young people to divide into small groups and play this quiz game together.

Doctrine: We Grow As Christians When We Pray (page 7)

Have the young people read this summary of Sunday's Gospel concept of God's willingness to give us another chance.

Continuity Projects

Discover Black History Month

February is Black History Month. Many people of African-American ancestry have contributed much to our nation and to the world. Have the children check their knowledge of Black history. List the following in two columns on the board or newsprint. Have the children match each African American in Column I to their correct description in Column II.

Column I

- A. Scott Joplin
- B. Booker T. Washington
- C. Toni Morrison
- D. Crispus Attucks
- E. Rosa Parks
- F. Billie Holiday
- G. Jackie Robinson
- H. Langston Hughes
- I. Harriet Tubman
- J. Thurgood Marshall

Column II

- 1. The first African-American major league baseball player
- 2. The most influential singer in the history of jazz
- 3. A hero of the Revolutionary War
- 4. Founder of the Tuskegee Institute, Alabama
- 5. First African-American justice of the Supreme Court
- 6. Activist and community organizer known as the “mother” of the civil rights movement
- 7. Composer, pianist, famous for writing “rags”
- 8. Writer, editor, winner of both Pulitzer and Nobel prizes
- 9. Poet, playwright, one of the leaders of the Harlem Renaissance
- 10. Leader of over 300 slaves to freedom, known as “the Moses of her people”

Answers: A. 7; B. 4; C. 8; D. 3; E. 6; F. 2; G. 1; H. 9; I. 10; J. 5

Music Calls Us

The cover of *Visions* for the 5th Sunday in Ordinary Time asks young people to read the lyrics of Ben Harper and interpret how his words call them to service. Have the young people bring in music in which they hear calls to act with kindness, to work for social change, to love. Have each give a brief explanation as to why the song is important or special to them; and to highlight any particularly significant lyrics. This is a fun way to get your group to synthesize the messages they hear in their music with the

messages they hear at church and in the classroom. You can use this exercise on any theme in any issue of *Visions* as a way of getting young people to jump into an issue with both feet.

Seven Sacraments

Unit 3 begins with an activity in which young people map out their own sacramental journeys. In the same issue (2nd Sunday in Ordinary Time) the young people will look at the three types of sacraments (initiation, healing, and service). They focus their attentions on one sacrament from each category by examining symbols, words, and gestures that accompany each. 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. Here are some ideas:

Baptism Invite the parents of a newly baptized infant, a converted adult, or one of your own young people to talk about the experience of Baptism.

First Communion Invite a third or fourth grader to tell about his or her experience, or invite a teacher or parent of that age group or a parish priest.

Reconciliation Invite the parish priest to celebrate a reconciliation service with your class.

Confirmation Invite a teenager or young high-schooler to discuss his or her experience with Confirmation and to answer questions your class might have about their upcoming experience.

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

Holy Orders Invite a 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.

This series of short visits will put a face and an experience on each of the sacraments and will help the young people see how the sacraments build up their church community.

Extending Activities

Read More About It

In conjunction with the article on Craig Kielburger (2nd Sunday in Ordinary Time) have the young people read one or all of the following:

A Life Like Mine: How Children Live Around the World (DK Publishing in association with UNICEF, 2002).

This informative book profiles children from all over the globe leading their lives in different and fascinating ways. Great stories and photographs reveal the challenges of nations both developed and developing.

Me to We: Finding Meaning in the Material World

(Fireside Publishing in association with Simon and Schuster, 2006). Craig Kielburger joins forces with his brother Marc and challenges its readers to direct their focus in life outwards in making social change and strengthening the world community. Includes personal stories from Oprah Winfrey, Archbishop Desmond Tutu, Dr. Jane Goodall, and Richard Gere. The format is reader-friendly, and includes discussion/reflection questions and small tasks that make a big difference in the world. Visit metowe.org.

Iqbal (Atheneum, 2001) by Francesco D'Adamo. Though a novel the book sticks to the biographical story of Iqbal's life experiences, from his work in a carpet factory and his activism against the exploitation of children to his murder. Iqbal's story is told from the perspective of a fictional co-worker named Fatima.

Love Is

Extend the January 31 lesson by challenging your young people to show what love is to them. With 1 Corinthians 13 as a model, have the young people create another line beginning with "Love is..." or "Love is not..." Invite the young people to make collages using images, photographs, and other words to emphasize their personal addition to this unique passage.

How Am I Doing?

(Answers to Assessment on Page 15)

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

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

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

Answer to The Lenten Journey: Conversion

Surf the Web

Young people have proven that with a little hard work and a lot of heart they can make a big difference in the world. Have your class use the internet to check out other groups. What's their mission? What do they hope to accomplish? How can you plug in?

The sites listed below promote kids getting involved in making a difference in the world. If you don't have internet access, write to these organizations and request materials from them.

Free the Children
www.freethechildren.org
233 Carlton St.
Toronto, Ontario
M5A 2L2 Canada
(416) 925-5894

Taking It Global
www.takingitglobal.org
19 Duncan St. Suite 505
Toronto, Ontario
M5H 3H1 Canada
(416) 977-9363

Rugmark Foundation
www.rugmark.org
2001 S. Street NW Suite 430
Washington D.C. 20009
(202) 234-9050
(866) 784-6275

International Labor Rights Fund
www.laborrights.org
2001 S. Street NW Suite 420
Washington D.C. 20009
(202) 347-4100

Stand for Children
www.stand.org
516 SE Morrison St. Suite 410
Portland, OR 97214
1-800-663-4032



For free at-home activities, visit us at
www.pflaum.com/familypages

The Lenten Journey

Answer the following questions. Your correct responses will reveal just what sort of journey Lent is.

C	D	1. If we fast and abstain during Lent, circle C . If we pray the Alleluia at Mass during Lent, circle D .
L	O	2. If Jesus was tempted at the River Jordan, circle L . If Jesus was tempted in the desert, circle O .
F	N	3. If Jesus was transfigured between two thieves, circle F . If Jesus was crucified between two thieves, circle N .
V	J	4. If Lent begins on Ash Wednesday, circle V . If Lent begins on the 1st Sunday of Lent, circle J .
W	E	5. If the liturgical color of Lent is black, circle W . If Lent's liturgical color is purple, circle E .
K	R	6. If we call the people preparing for Baptism during Lent, Catechisms, circle K . If we call them Catechumens, circle R .
H	S	7. If the season of Advent lasts longer than the season of Lent, circle H . If Easter always falls on a Sunday, circle S .
I	A	8. If we read the Passion Gospel on Palm Sunday, circle I . If Judith betrayed Jesus, circle A .
E	O	9. If the washing of the feet happens on Ash Wednesday, circle E . If it takes place on Holy Thursday, circle O .
M	N	10. If we call Holy Thursday, Good Friday, and Holy Saturday the Trinity, circle M . If the Easter Vigil marks the holiest night of the Church year, circle N .

Lent is a journey of _____.

1 2 3 4 5 6 7 8 9 10

What Is a Value?

A value is a relationship with a person, an object, or an activity that is important to us. Our choices show us whom and what we value or think is important. A valuable friend is a friend we

choose to be with frequently. A quality such as honesty becomes a value to us when we freely choose to act honestly even when we have chances to be dishonest.

Write in the left column ten actions you think you value. Choose from the list or write in your own actions. Test your values by answering the questions at the top of each column.

playing fair
being honest
having friends
having jobs at home
learning new ideas
having choices

hearing what adults think
hearing what other kids think
listening to my parents
going to church
spending time with my family
eating nutritious foods

keeping my room clean
cooperating on projects
dressing like other kids
having time to myself
having spending money

What Do I Value?	How many times did my actions show this value in the last week?	Put F for actions you freely chose to do; H for actions you had to do without a choice.	Put M for actions you spent money to do.	Put A for actions you do alone; put O for actions you do with others.	Put X for actions you want to choose more often.

What did you learn in doing this activity about what or whom you value? _____

How Am I Doing?

Name _____

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

1. Which stories appear only in the Gospel of Luke?
 - a. The Good Samaritan.
 - b. The Prodigal Son.
 - c. The Crucifixion.
 - d. The Rich Man and Lazarus.
2. What book of the Bible did Luke write in addition to his Gospel?
 - a. Acts of the Apostles.
 - b. Revelation.
 - c. Hebrews.
 - d. Exodus.
3. How does Christian art typically portray Luke?
 - a. lion and fire.
 - b. eagle and sword.
 - c. writer and ox.
 - d. shepherd and staff.
4. What did the people of Nazareth want to do with Jesus?
 - a. Make him king.
 - b. Throw him off a cliff.
 - c. Build him a house.
 - d. Ask him to be their rabbi.
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. When God's people followed Moses into the desert, which of them were poor?
 - a. none of them.
 - b. the slaves.
 - c. the prophets.
 - d. all of them.
7. The first 12 chapters of John's Gospel are sometimes called the
 - a. Book of Signs.
 - b. Pentateuch.
 - c. Sermon on the Mount.
 - d. Yahweh.
8. What temptations did Jesus face in the desert?
 - a. to turn stones into bread.
 - b. to make it rain.
 - c. to act as a powerful ruler of nations.
 - d. to be a divine show-off.
9. Who appeared with Jesus as he was transfigured?
 - a. Micah and Jonah.
 - b. Isaac and Rebecca.
 - c. Moses and Miriam.
 - d. Moses and Elijah.

B. Vocabulary Words

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

- | | |
|--------------------------|---|
| 1. Community | a. Short sayings of Jesus that describe how to live and be happy. |
| 2. Synagogue | b. A group with common interests or beliefs. |
| 3. Vocation | c. An agreement between God and the people of Israel. |
| 4. Anointing of the Sick | d. The building where Jews gather to worship. |
| 5. Beatitudes | e. The job or state of life to which God calls each of us. |
| 6. Conversion | f. One of the seven sacraments—a sacrament of healing. |
| 7. Lent | g. The Church season when Christians prepare to celebrate the mystery of Jesus' death and resurrection. |
| 8. Covenant | h. Turning toward God. |

C. Write or Talk

1. What is your favorite metaphor for God? Why?

2. What Lenten tradition or practice do you do with your family? With your parish community?

UNIT 3

The Ordinary Time Sundays carry on the continual reading of Luke begun on the 1st Sunday of Advent. In Unit 3, the young people meet Jesus as he begins his mission.

Luke describes how Jesus comes to fulfill the prophets, to announce the reign of God, to gather witnesses (disciples), and to bring wholeness and healing.

Luke makes it clear that God is a God who blesses ordinary people—people who fish, people who are poor, who are captives, who are blind, who are oppressed, hungry or mourning people—people like us. Jesus calls us to be his followers

Jesus'

Mission Is

our Mission

and to become part of his new community of love.

Junior high students often experience a disproportionate pull toward conforming to the group. Because their judgments and behaviors strongly depend on the group's approval, they often argue persuasively for their behavior.

Visions strives to help young people expand the limits of their patterns of moral reasoning by giving them numerous ways to interact—to exchange feelings, impressions, and ideas; to resolve conflicts; to make sound decisions.

Visions also presents opportunities for the young people to develop empathy—to understand

others' feelings and views and to practice compassion. Finally, *Visions* always sets before the young people Gospel norms and standards on which they can rely as benchmarks as they make decisions about how to become the persons God calls them to be.

As Lent begins, *Visions* rallies the young people to prayer. It challenges them to commit themselves to change of heart. It readies them to take their place and play a part in the community Jesus envisioned.

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	Solidarity is our call.	Jesus teaches in signs.	Eucharist: sign of wine	Forming community	Psalms 96
January 24, 2010 3rd Ordinary Time	Luke 1.1-4; 4.14-21 The Spirit is Upon Jesus	Ezra Luke's Gospel	The dignity of work.	Jesus is God's Spirit-filled prophet.	Liturgy of the Word	Practicing compassion	Psalms 19
January 31, 2010 4th Ordinary Time	Luke 4.21-30 Role of the Prophet	Leviticus; Elijah; Elisha	Solidarity is our call.	Jesus fulfills prophecies.	Liturgy of the Word: The Old Testament informs the New	Confronting prejudice	Psalms 71; Prayer for healing
February 7, 2010 5th Ordinary Time	Luke 5.1-11 Jesus Calls Disciples	Isaiah	The human person is sacred.	The Church continues Jesus' mission.	Liturgy of the Word: Calls of Isaiah and Peter	Called to evangelize	Praying for direction in life; Vocation
February 14, 2010 6th Ordinary Time	Luke 6. 17, 20-26 Beatitudes	The poor of Israel; Beatitudes	We care for the poor and vulnerable.	Jesus blesses the poor.	Liturgy of the Word: The poor of Israel	Living the Beatitudes	Praying for a better world
February 21, 2010 1st Sunday of Lent	Luke 4.1-13 Jesus Faces Temptation	Moses; Psalm 91	The human person is sacred.	Jesus faces temptation.	Ash Wednesday; Eucharistic Prayer	Making choices of conscience	Ash Wednesday; Places and times to pray
February 28, 2010 2nd Sunday of Lent	Luke 9.28-36 Transfiguration	Abram; Psalm 27	The human person is sacred.	Jesus is God's prophet.	Lent	Called to believe	Prayer journal
March 7, 2010 3rd Sunday of Lent	Luke 13.1-9 Chances to Change	Moses; Psalm 103	Dignity of work.	Jesus establishes a new covenant.	Lent	Practicing forgiveness; Conversion	Catholic prayer traditions