

*Pflaum*  *Gospel Weeklies*  
FAITH FORMATION PROGRAM

# What the Church Believes and Teaches

2011•2012

# VISIONS

TEACHING STRATEGIES

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Where appropriate, this text reflects the language of the *Roman Missal, Third Edition*.

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# What the Church Believes and Teaches

# VISIONS

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### TEACHING STRATEGIES

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## Welcome to the *Pflaum Gospel Weeklies* Faith Formation Program: *What the Church Believes and Teaches*

The sacred duty and the joy of each succeeding generation of Christian believers has been to hand on the deposit of faith that was first entrusted to the apostles by Christ himself. We have received this gift, the deposit of faith—we have not conceived it. It is the heritage of the whole Church. It is our privilege and our responsibility to preserve the memory of Christ's words and the words themselves and to teach future generations of believers to carry out all that Christ commanded his apostles.

*National Directory for Catechesis, #26*

For over a quarter century, the *Pflaum Gospel Weeklies* have provided schools and parish religion programs with a basic catechesis on the Sunday Gospels. These widely acclaimed magazines offer the finest in up-to-the-minute catechetical reflections, exercises, and activities based on the words of Jesus Christ and on his Gospel as celebrated weekly in the Sunday assembly. The *Weeklies* have formed several generations of young people and helped bring faith to their lives and bring their lives to the Catholic faith.

The basic teachings of the Catholic faith are seeded generously throughout each level of the *Weeklies*. These basic teachings are documented in an annual Scope and Sequence. Nonetheless, because of the very nature of a lectionary-based resource, the basic teachings do not occur in exactly the same way each year in the 32 issues of each level of the *Weeklies*.

Therefore, Pflaum Publishing Group has undertaken to make part of each year's subscription to the *Weeklies* a student's handbook of those elements of the *Catechism of the Catholic Church* that have been judged necessary and appropriate for the age group served by each level. *What the Church Believes and Teaches* is a new component for the *Pflaum Gospel Weeklies*. At the beginning of each year—with the first shipment of the *Weeklies*—every child will receive his or her own book of basic Church teachings. The content for this book is based on protocols established for the teachings to be learned and mastered at each level of elementary-age catechesis. This handbook gathers under one cover the Church teachings presented in the 32 issues of the *Pflaum Gospel Weeklies*. *Teaching Strategies* provide you with ways to help children master these teachings.

In addition, the guide that accompanies each issue of the *Weeklies* will point you to the handbook and to those teachings that are reflected in that issue. *What the Church Believes and Teaches*, together with the *Weeklies*, can also be of great help to parents who want to take an active role in the faith formation of their children.

The handbook provides, in one convenient publication, all the teachings that must be mastered. The weekly issues provide the stories, exercises, activities, reflections, prayers, and challenges that show how a faithful Catholic can live out these teachings, celebrate them in the liturgy, and share them at home, at school, and with friends.

### Learning by Heart

Much of what you find in *What the Church Believes and Teaches* can be learned by heart. From earliest times, catechesis has used the formulations of the Creed, the sacraments, the Commandments, and prayers (especially the Lord's Prayer) to transmit the faith. The handbook affords you the opportunity to help your students learn by heart the principal expressions of the faith, basic prayers, key biblical themes, personalities, and language. Such learning is not mere rote. Memorization is an effective form of catechesis that nourishes the human heart and helps form the human spirit in Christ.

### Conclusion

It is our hope that this new and exciting addition to the wondrous experience of the *Pflaum Gospel Weeklies* will assist you in your ministry. It is our prayer that *What the Church Believes and Teaches* will give you the added assurance that you are indeed cultivating in your students the good soil in which the seed of the Catholic faith can take root and bring forth a lifetime of good fruit.

### A Few Guidelines for Teaching Young Adolescents

- Your junior high students are early adolescents. They are undergoing tremendous physical and psychological changes. They were once rather well confined to their family group, but they are now reaching out to the wider world and seeking to become members of other groups: sports teams, social groups, scouting groups, school clubs, and the like. Still, they are tied closely to their families and their families' values. When their families' values conflict with the values of the students' new groups, conflicts can result.

- Young adolescents are becoming more abstract in their thinking and need to put aside some of their childhood notions of religion. They will sometimes assume that their childhood religious faith is the same as the faith of the adults around them. So catechists need to give them a greater understanding of what adult faith involves.
- Your students' bodies are preparing them for adulthood. They are experiencing a flood of hormones and emotions that are new to them. They are suddenly very self-conscious. The brash, confident fifth grader has become a shy, awkward, self-doubting junior high student.
- Suddenly your students have become aware of their image. They worry about how they appear to their peers. Are they competent in sports, in social situations, in school work? Do they wear the right clothes, have the right friends? Are they cool or clumsy? Catechists can help some of these concerns by giving students multiple opportunities to succeed in their class.
- Catechists need to provide an environment in which junior high students feel safe and protected, safe from criticism and protected from embarrassment. These young people may try to project a hard, tough exterior, but many of them are sensitive and vulnerable. They respond well to adults who are respectful and hospitable.
- Your students are developing a greater sense of history. They are better able to judge events in the past and draw conclusions from them. They are, therefore, more open to a broader world view than they were only a few years ago.
- Young teens have considerable stores of energy. They are growing rapidly and they need to move. Catechists can satisfy this need by establishing areas in the classroom for different activities and by providing a variety of activities in the course of a meeting.
- Allow young teens to work in small discussion groups regularly. Shy students will be able to participate without facing the terror of speaking before the entire class.
- One of your prime challenges is to establish a community to which the young teens will want to belong. Remember, they are seeking groups outside their family whose values attract them. Do everything you can to make sure they feel like valued members of the religious education group you lead.

## Believe

### 1. People Are Religious, page 7

Ask students to survey older teens and adults to discover their ideas of God. Those surveyed should complete the statement, "I think God is like..." When you discuss the replies, try to identify those responses that most clearly show that the responders believe the universe is a friendly place for people because it is created and inhabited by an all powerful Being who loves the creatures of the world.

### 2. God's Revelation to People, page 7

Have students use the Bible to trace God's covenants with people.

Genesis 3:15

God promises that Jesus, the offspring of Mary, the New Eve, will undo the work of the devil in the Garden of Eden and redeem humankind.

Genesis 9:15-16

God sets a rainbow in the sky as a pledge to Noah that the world will never again be destroyed by flood.

Genesis 12:2-3

God promises Abraham that his descendants will become a great nation and a blessing to the world.

Exodus 19:4-6

Through Moses, God promises the Hebrew people that if they keep the Commandments they will become a favored nation.

Hebrews 1:1-4

God's promise of a Redeemer comes true in the Person of Jesus Christ.

### 3. Jesus' Word for All Generations, page 7

The Word of God includes both Sacred Scripture and Sacred Tradition. Ask students to memorize two short Scripture passages. Suggest they choose a passage from the Book of Psalms, the prayers that Jesus learned as a boy. To get them started in their search, ask them to read Psalm 66:1-2. When they have chosen an Old Testament passage, suggest that students find another verse or two to memorize in the Gospels. If students need help with this selection, suggest that they begin by reading Jesus' Sermon on the Mount in Chapter 5 of Matthew's Gospel.

### 4. A Definition of Faith, page 8

The belief that God is both our origin and our final goal is expressed in symbols we are likely to see in our church. They are the alpha (Α) and the omega (Ω), the first and last letters of the Greek alphabet.

Ask students to look for these symbols in their church and in religious books.

### 5. The Holy Trinity, page 8

Ask students to read Matthew 3:16-17, the baptism of Jesus. How are all Three Persons of the Trinity present at this event?

### 6. Creation, page 8

Ask students how God's creativity differs from theirs. Help students to see that only God can create something from nothing. People need materials God has already created. Even if a person is creating a painting, a symphony, a chair, or a pie, one needs natural ingredients and the brain that our Creator designed for us long ago.

### 7. Angels, page 9

The feast of the archangels Michael, Gabriel, and Raphael occurs on September 29. Ask students which angel:

1. overthrew Satan and cast him out of heaven (Revelation 12:7-9)?
2. announced to Mary that God wanted her to be the mother of Jesus (Luke 1:26-38)?
3. helped a young man on a dangerous journey (Tobit 12:11-15)

If students need clues, encourage them to find and read the Scripture citations.

### 8. Human Beings, page 9

To help students understand the consequences of Adam and Eve's disobedience to God, ask them what consequences they face when they disobey their own parents. What do they lose?

### 9. Jesus, the Savior, page 10

Christmas carols include many different names for Jesus. How many can students think of? Which carols use these titles?

### 10. The Incarnation, page 10

Write the word *incarnation* on the chalkboard or on newsprint and circle the letters *carn*. Remind students that *incarnation* means "in the flesh."

Then write the word *carnivore*. Did they ever go to a zoo and see the word *carnivores* on a building? What kind of animals lived in the building? (*flesh eating*) Then ask them to do some dictionary research to discover how the following words are related to *incarnation*: *carnage* (*the slaughter of many, especially in*

*war*); *carnelian* (*a pale to deep red gem stone*); *carnival* (*literally "farewell to meat." Carnival is the time just before Lent when people enjoy lots of fun and rich, meaty food before the Lenten fast.*)

### 11. Mary's Immaculate Conception, page 11

Ask a group of students to research the Basilica of the National Shrine of the Immaculate Conception. Ask them to report why the largest Catholic Church in the United States is named for the Immaculate Conception. (*Under this title, Mary is the patron of the United States.*) Encourage the group to find pictures to share with others in the class.

### 12. Jesus' Mission, page 11

Encourage students to memorize John 3:16. Ask them to use their own Bibles. When they have completed the task, ask them to compare the words they have memorized. There may be slight variations in different translations of the Bible that have been approved for use by Catholics.

### 13. The Church, page 12

Remind students that the Mass was once celebrated in Latin all over the world. Ask them to use a Catholic encyclopedia, either on the Internet or in the library, to learn the meaning of these words and phrases from the Latin Mass.

*Kyrie eleison.*

(Lord, have mercy. The phrase is Greek, not Latin.)

*Credo.*

(I believe.)

*Dominus vobiscum.*

(The Lord be with you)

*Sanctus, Sanctus, Sanctus*

(Holy, Holy, Holy)

*Pater noster, qui es in coelis*

(Our Father, who art in heaven)

*Agnus Dei, qui tollis peccata mundi, miserere nobis.*

(Lamb of God, who takes away the sins of the world, have mercy on us.)

### 14. The Church's Mission, page 12

Ask your students how they think they can fulfill the mission Jesus gave his followers. What do they think St. Francis of Assisi meant by these words that are often attributed to him: "Preach the Gospel. If necessary, use words"?





## Review

### Pick One, page 28

1. Confirmation
2. Easter
3. Lent
4. Eucharist
5. the Baptist
6. Reconciliation
7. Advent
8. Thomas
9. Easter

What do we do at our liturgies? CELEBRATE

## Reach Out

### Stepping Up, page 28

Responses will vary. Encourage students to discuss their choices.

### Hold Your Fire, page 28

Help students to develop positive responses and positive plans for action.

## Follow Jesus

### 1. Following the Moral Law, page 30

Your students would probably agree that it's a good thing to be free to act as they want. Ask them if there is any disadvantage to freedom. What burden does freedom place on human beings? Would you trade your freedom to be rid of this burden? Why, or why not?

### 2. Conscience, page 30

Some people, especially young people, recognize the voice of conscience when they have already completed a deed they regret. Ask if anyone can suggest a way to avoid doing and saying things we will later regret. Some people might suggest counting to ten, or a hundred, or even a thousand before speaking or acting. In other words, they are trying to prevent an impulsive action. The counting allows a person time to think about an action, and allows conscience to play its role before the person acts.

### 3. What Is Virtue? page 30

To give students practice in identifying virtues, read each of these situations aloud in class. Ask students what virtue or virtues are being practiced in each instance. Students should be able to explain their choices.

Jen thinks she saw her friend's older brother trying to buy cigarettes at the carry-out on Saturday, but she's not sure. She decides not to tell anyone. Can you name three virtues Jen is practicing? Why do you think these virtues fit the situation? (*prudence, justice, charity*)

Juan never goes to sleep without thanking God for all the blessings he has received that day. What two virtues does Juan practice? (*faith, charity*)

Uncle Seb really wants a hamburger and fries for lunch, but he remembers what the doctor told him about extra weight and high cholesterol. Seb also thinks about how much his family depends on him. He orders a salad with reduced-fat dressing. What virtues is Seb practicing? (*prudence, temperance*)

Karen admits to God and herself that she sometimes does things she knows are wrong, but she also knows that God offers people forgiveness. She believes things will turn out well for her if she keeps trying to do good. What virtue does Karen practice? (*hope*)

Zach's little brother almost drives Rob crazy with his constant chatter and questions, but Zach is determined not to get angry and hurt the little guy's feelings. What virtue is Zach practicing? (*fortitude*)

### 4. Sin, page 31

Mortal sin is such a serious issue that your students should memorize the conditions necessary for mortal sin. Write the three conditions on the chalkboard, discuss them, and then ask students to memorize them. For a sin to be mortal:

1. It must involve serious sinful matter.
2. There must be full knowledge of the evil of the act.
3. There must be full consent to do the act despite reflection on its seriousness.

### 5. The Common Good of the Human Community, page 31

The common good is the set of conditions that help people fulfill their potential as human beings. Ask students, What do you think it means to reach your potential as a student? What conditions do you need in order to reach your potential? What do your surroundings have to do with reaching your potential? What about your parents and their attitude toward education? Your friends' attitude toward education? Society's attitude toward education? The ability of your teachers? The age and condition of your school?

## 6. God's Law, page 31

In Matthew 5:17, Jesus says, "Do not think that I have come to abolish the law or the prophets." Ask students, What do you think Jesus is saying about the Ten Commandments?

## 7. The Ten Commandments, page 32

Ask students to look at the Commandments carefully and to choose those which relate to our direct responsibility for worship of and respect for the majesty of God (*the first three Commandments*). Which Commandments refer to our dealings with other people? (*the remaining seven*) Point out, however, that offenses against other people are violations of the moral order and therefore displeasing to God. When it comes to our choice between good and evil, God is never out of the picture.

Ask students which of the Commandments is related to each of the following statements.

- If God rested one day from the labors of creation, then human beings should use one day of the week for rest as well. (*Third Commandment*)
- Everyone needs to be chaste according to his or her state in life. (*Sixth Commandment*)
- Blasphemy is using the name of God, Jesus Christ, the Virgin Mary, or the saints in an offensive way. (*Second Commandment*)
- Journalists are obligated to search for truth and report it. (*Eighth Commandment*)
- The well-being of the individual as well as of society is related to the health of family life. (*Fourth Commandment*)
- The law of God forbids lust, the desire for physical relations with another outside of marriage. (*Ninth Commandment*)
- It is a sin to ignore the natural impulse that lies in each of us to search for God. (*First Commandment*)
- Everyone needs to try his or her best to respect and protect all human life. (*Fifth Commandment*)
- Taking another person's idea and making money from it is contrary to God's law. (*Seventh Commandment*)
- Envy is sadness at the sight of another's possessions. It is a sin. (*Tenth Commandment*)

## 8. The New Law, page 35

The Beatitudes of Jesus usually turn what the world would call a negative into a positive. Remind your students that as followers of Jesus, we are called to help in the process of turning negatives into positives—Beatitudes, or "blessings." Ask students to try to write some of their own beatitudes. Here are some beginnings to get them started.

- Blessed are they who have no "popular" friends, for ...
- Blessed are they who are mocked because they attend religion classes, for ...
- Blessed are they who give up a Saturday afternoon to help an elderly neighbor, for ...
- Blessed are they who have lost a family member, for ...
- Blessed are they who wear themselves out bringing joy to others, for ...

## 9. The Laws (or Precepts) of the Church, page 36

To measure how well your students understand the precepts of the Church, discuss these questions.

- Which precept hopes to guarantee the reception of the Body and Blood of Christ during the Easter season? (*the third precept*)
- Which precept helps guarantee that the material needs of the Church will be met? (*the fifth precept*)
- How does the Church want us to sanctify the day of Jesus' Resurrection? (*the first precept*)
- Which precept continues the work of conversion and forgiveness that we first experience in Baptism? (*the second precept*)
- Which precept helps us gain mastery over our appetites? (*the fourth precept*)

## 10. Moral Life and the Teaching of the Church, page 36

The Holy Spirit gives the pope and the bishops the gift of infallibility. This means that they speak without error when they teach about the Catholic way of life and Catholic beliefs.

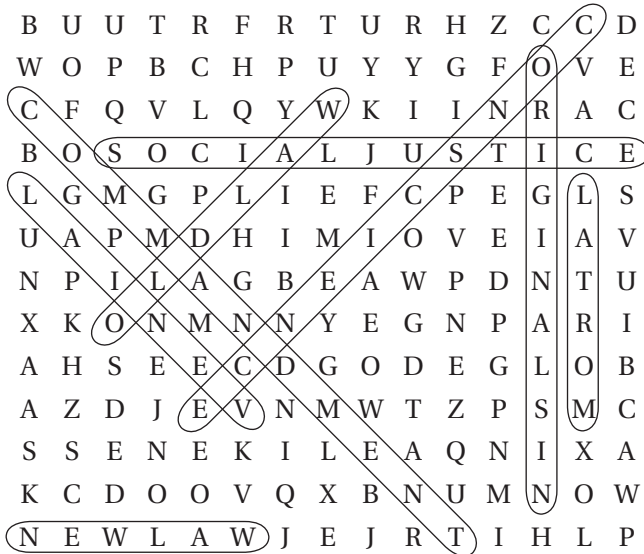
At this point, you may wish to introduce students to the term *Magisterium*. This is the living, teaching office of the Church, which interprets the Word of God, whether in Scripture or in Tradition. The Magisterium guarantees that any teaching in matters of faith and morals will be true to the teaching of the Apostles.

## Review

### Beginnings and Conclusions, page 37

1. f, 2. h, 3. b, 4. i, 5. e, 6. j, 7. a, 8. g, 9. c, 10. d

### Word Search, page 37



## Review

### Name that Commandment! page 38

1. Second Commandment
2. Fifth Commandment
3. Tenth Commandment
4. Eighth Commandment
5. Third Commandment
6. Ninth Commandment
7. Seventh Commandment
8. Sixth Commandment
9. First Commandment
10. Fourth Commandment

## Pray

### 1. Forms of Prayer, page 40

Ask students to memorize the names of the six forms of prayer. They should also be able to explain each form. You may also want to teach students how to develop a mnemonic device they can use to memorize many things throughout their school and job career. For example, the first letters of the words in this sentence are the first letters of the Great Lakes in order of size: Sam's horse must eat oats. (Superior, Huron, Michigan, Erie, Ontario)

People have their own methods of memorizing, but the following is an example of one developed for the six prayer forms.

1. Blessing and Adoration. The first letters combine to form BA, Bachelor of Arts, a degree students may want to earn some day.

2. , 3. and 4. Petition, Intercession, Thanksgiving. The first letters of these three words spell PIT, which is another word for hell. The idea association is, "If I learn to pray well, I will escape falling into the pit."

5. and 6. Praise, Contrition. The initial letters for the final two prayer forms are PC, which could stand for Personal Computer or Politically Correct. So, the whole mnemonic device is:

BA (For Bachelor of Arts, as well as for Blessing and Adoration)

PIT (The place I want to avoid. And I will if I pray well. The letters stand for Petition, Intercession, and Thanksgiving)

PC (For Personal Computer or Politically Correct, as well as Praise and Contrition)

Teach the word *mnemonic* to your students. The first letter is silent, and after they know that, the pronunciation is easy: nuh-MAHN-ik. Mnemonics is a system used to help the memory. Encourage students to use the word so they can remember it. ("We learned a mnemonic device today.") They can also use the word to impress older siblings and maybe even their parents.

### 2. The Holy Spirit and Prayer, page 40

Explain to students that since the earliest days of the Church, Christians have prayed to the Holy Spirit when they have particularly difficult problems to solve. These can be problems with friends, with family members, and problems with schoolwork.

Teach students a prayer to the Holy Spirit that Christians have been saying and singing since the ninth century. It is called *Veni, Creator Spiritus* (Come, Creator Spirit). The first two lines of the prayer are

Latin:	English:
<i>Veni, Creator Spiritus.</i>	Come, Creator Spirit,
<i>mentes tuorum visita ...</i>	visit the minds of your people.

Invite students to learn this prayer in English or in the original Latin. It's a prayer for whenever they need help, whether it's to settle an argument between friends or to get a high mark on a science test. Either Latin or English will do.

### 3. Sacramentals and Popular Devotions, page 41

Ask students to work with a parent to make a list of all the sacramental objects they can find in their home: rosaries, crosses, holy water fonts. They can list all the sacramental actions they practice as well: saying the Rosary as a family, setting up a crèche at Christmas.

Tell students to bring their lists to your next class. Make a master list of all the objects and actions. Allow time for explanations of any sacramental actions that may be part of a student's ethnic background: a St. Joseph's Table meal, for example. Families of Italian ancestry may invite guests to a special meal to honor St. Joseph on his feast day, March 19. These meals often feature meatless foods because they happen during Lent and a statue of St. Joseph is often displayed.

### 4. Three Different Ways to Pray, page 41

If your students are familiar with the Rosary, they have experience with both vocal prayer and meditation. The vocal prayer comes in the repetition of such traditional prayers as the Sign of the Cross, the Apostles' Creed, the Our Father, the Hail Mary, and the Glory to the Father, or Prayer of Praise. The meditation comes in the silent consideration of a mystery from the life of Christ or Our Lady.

Contemplation is a different kind of prayer. The person praying doesn't think about a story or an event. There are no words and there is no narrative. The person praying concentrates on the wonder of God.

### 5. Pray Always, page 42

Introduce your students to the Catholic monastic tradition. St. Benedict (480-543) is usually named as the founder of western monasticism. He and his followers established a monastery at Monte Cassino, Italy. St. Benedict's Rule called the monks together for prayer in the chapel at specific times during the day and night. This prayer is the Liturgy of the Hours, or Divine Office, the daily liturgical prayer of the Church.

One of St. Benedict's most famous mottoes is *Labore est Orare* (lah-boh-RAH-rey est oh-RAH-rey). Write this on the chalkboard and ask if anyone can guess what the Latin words mean. (*To work is to pray.*) Ask: How does St. Benedict's motto restate St. Paul's call to pray always? (*The motto means that if one is doing honest work to help his or her family or*

*others, the work is pleasing to God. If students are seriously trying to do their best in school, their efforts are pleasing to God. Their work of learning is both prayer and worship.*)

Encourage an artistically talented student to make a banner or a poster of St. Benedict's motto to display in your classroom. Ask the student to use the Latin words. These words are part of our Christian tradition and using them marks us as sharers in the ideals of the Benedictine monks of 1500 years ago.

### 6. God Listens and Responds, page 42

For young people a big question about prayer is, Why doesn't God answer my prayers? Why don't I get what I ask for? Young people will want to discuss this.

The answer, of course, is that God knows what we want, as well as what we need. More important, he knows the difference between the two. God does answer our prayers, but he often answers them in a way we do not expect. You might want to share these anecdotes with your students.

#### ***The Snow Disappointment***

*Wednesday afternoon, Becky heard the weather report for Thursday, the day of the big math test. Forecasters were predicting a major snow, maybe enough to close the schools. Becky hadn't studied for the test and had planned to hit books on Wednesday night. At 7:00 pm, her next-door neighbor, Roxy, invited her over to play Roxy's new computer game. Becky went—just for an hour, she thought. But Roxy's older brother and a few of his friends were there, too. They had such fun that Becky stayed until almost 10:00. Becky didn't have time to study because 10:30 is lights out at her house.*

*So that night, Becky prayed really hard that the bad weather forecast would come true. She even promised God she'd never be so foolish again if just this once he'd make it snow.*

*The next morning Becky awoke to damp streets and a clear sky. The storm had passed to the south of the city. Becky failed the math test.*

Ask students if God answered Becky's prayers. Most will say no. But could Becky have learned something from this experience? Maybe it was good for Becky to learn that life is full of surprises and that it's better to be prepared as Jesus says in Mark 13:33-37.

## Becky's Loss

Becky's happiest memories are of the times she spent with her grandmother when she was a little girl. Grandma never scolded Becky. She never had to. Becky always behaved well with Grandma. It was because the two of them always did things together. Becky never had time to get bored or troublesome. But Becky's grandmother got very sick suddenly. In fact, the doctors said she couldn't get well. Through her last days, she had time to visit with all of her family and to give them her love and her prayer that they would all have happy lives.

Becky was terribly upset. She prayed that her grandmother would get well and they could have their happy times together again. But one night, Becky's grandma died quietly in her sleep.

Becky felt betrayed. Her prayers had not been answered and she was disappointed. In fact, she was angry. Then one day after school, she told Ms. Williams, her soccer coach, how she felt. Ms. Williams asked Becky to think about these questions as she thought about her feelings.

- Was it possible for her grandmother to get well?
- Did she have a long illness that caused her a lot of suffering?
- Did she have the confusion and mental decline that so many old people experience?
- Did she leave her children and grandchildren happy memories of their time together?
- Did she leave her family a wonderful example of how a Christian behaves as she approaches a happy death?
- Might Becky and her family discover that their loved one is still with them in the wisdom she has passed on to them?

When she thought deeply about her grandmother's final illness and her death, Becky had to admit that her family had been truly blessed in her grandmother's life and death. Becky is still sad that Grandma is gone, but she realizes that part of the sadness is the sadness of passing time. The years she had with Grandma could not last forever. Becky's years as a child were rapidly passing, and had Grandma lived, their relationship, though still warm and loving, would have changed as well.

God answered Becky's prayers with a lesson we must all learn. All human beings are subject to the changes that time brings, but the values of love and family tenderness go on forever.

## 7. The Lord's Prayer, page 42

Ask students to consider just the first two words of the Lord's Prayer. What do these two words tell us about how Jesus wants us to approach God?

*Our.* This pronoun is plural. It's not *My* Father but *Our* Father. The word *Our* indicates that we should approach God as a community of believers. We are social creatures who depend on one another in our daily lives and in our efforts to work out our salvation. This approach emphasizes our need to respect one another and to accept the diversity we discover in our Christian brothers and sisters.

*Father.* In using this word, Jesus shows us just how much of a reformer he was. Jews of Jesus' time did not address God in such familiar terms. God's awesome majesty did not permit such informality. Yet here is Jesus, God's Son, inviting his followers to address God as their parent. It was something new in religion. It encourages people to have a warm relationship with the Creator and Sustainer of the universe. It also tells us our God is a warm and personal Being who wants us to have a parent-child relationship with him.

## Review

### Forms of Prayer, page 44

1. petition
2. thanksgiving
3. contrition
4. blessing and adoration
5. intercession
6. praise

## Review

### St. Paul's Advice About Prayer, page 45

P	R	A	Y	C	O	N	S	T	A	N	T	L	Y
1	2	3	4	5	6	7	8	9	10	11	12	13	14

1 Thessalonians 5:17

## Reach Out

### Can You Do This? page 46

If possible, allow time for students to do this reflection activity during a quiet time just before your closing prayer.

## Treasures of the Catholic Faith

Encourage students to become familiar with this last section of *What the Church Believes and Teaches* for *Venture*. “Treasures of the Catholic Faith,” pages 47-65, is a concise and convenient reference tool that can help them quickly answer many questions. The material in this section can also be committed to memory. It can be an enjoyable and helpful exercise to encourage memorization of the prayers, lists, and definitions in this section. Memorization ensures that the language and core content of the Catholic faith are captured and retained by the learner. Memorization can also be an aid to understanding.

### Facts to Remember, pages 47-51

In these pages, students can review the order of the Mass and find the exact wording of the Ten Commandments and the Beatitudes. There are many lists to serve as quick reminders—the gifts of the Holy Spirit, the works of mercy, the virtues, the holy days of obligation observed in the U.S., and many more.

### Prayers to Know, pages 52-57

Students this age may already know many of the important Catholic prayers by heart, but this section of their handbooks is a good place for them to go to brush up. There are also prayers for them to grow into—the Acts of Faith, Hope, and Love, the *Memento*, and the prayers of beloved saints.

### Words to Know, pages 58-65

Students can feel more confident about and expand their Catholic vocabulary with the easy-to-understand definitions they’ll find in these pages. Encourage students to treat this section of their handbooks like a Catholic dictionary.