



CatholicBrain
Learn it. Know it. Live it.

Grade
7

ADVENTURE CATECHISM

Teacher Edition

**Ecclesial Method Lesson Plans
for Catholic Faith Formation**

Preparation • Proclamation • Explanation • Application • Celebration



*CatholicBrain Curriculum
Knowing Christ. Living the Faith.*

GRADE 7

LESSON PLAN FORMAT



CatholicBrain

Learn it. Know it. Live it.

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USCCB Approval Statement

This curriculum has been approved by the United States Conference of Catholic Bishops (USCCB) and is intended for use in Catholic schools, parish religious education programs, and faith formation ministries.

Catechism Citation

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Scripture Citation

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CatholicBrain Mission

CatholicBrain exists to help children, families, schools, parishes, and dioceses know, love, and live the Catholic faith through engaging curriculum, videos, assessments, activities, and digital resources rooted in Jesus Christ and the teachings of the Catholic Church.

The lesson plans provided by Catholic Brain for the junior high program are based on the ecclesial method of catechesis. They are broken down into a five-day plan, but of course can be adjusted in whatever way fits your situation. Before beginning the week's lessons, ask yourself a few questions: What do the students probably already know about the topic? Where are they likely confused? What misconceptions or objections may they have? Keep these things in mind as you go through the week's lessons. Each day should begin and end with prayer.

DAY

1

Preparation

The goal on the first day is to introduce the students to the topic and to stir up some curiosity. We want to tap into students' background knowledge and stimulate interest in the topic. We will usually begin by giving them a passage of Scripture to ponder that relates to the topic of the chapter; it is good for students to recognize the foundational place the Bible has in our Faith. The teacher will ask a few questions about the passage that get students thinking about the topic.

On the first day, students should also consider what questions about the topic they would like answered. Collect students' questions as an exit ticket and look through them before the next lesson. If we have succeeded in stimulating curiosity on day one, it is important to try to provide answers for the questions the students have.

The lesson for Day 1 is often shorter, and likely will not take the entire class period. If possible, extra prayer should be added. That is part of the "preparation." Although students will come to class each day in the midst of a busy, and possibly stressful day, on Day 1, we can try to help them prepare to receive the week's lessons through extra prayer, though it is important to begin each class period with a sufficient time for prayer and focus.

Note:

Throughout the week, students will often have the opportunity to ask questions. It is important that if a student asks a question that you do not have the answer to, don't fake it! Compliment their question and tell them you will find the answer and get back to them. Then, do it! The answers are available – in the Catechism, or on good Catholic websites, such as Catholic Answers. As the year goes on, you can teach the students how to find the answers from good, authentically Catholic sources. Be sure that the sources you use faithfully present what the Church teaches, and help students learn how to identify such sources.

DAY

2

Proclamation

Day 2 introduces students to the lesson's proclamation. This is the one essential thing you want the students to remember, the week's foundational truth. It will be related to the topic of the week's chapter title, but will not be the same. They will be unpacking it and going deeper with it throughout the week. On this day, the class will read the chapter in the text. You will also be presented with key points to make the proclamation understandable. Students should record the proclamation and key points in their religion journals. The class will also define any of the chapter's vocabulary words that were not covered on Day 1.

DAY

3

Explanation

Students read the chapter text on day 2, in relation to the proclamation. On day 3, they will consider it at a deeper level. The teacher will ask some discussion questions about the chapter to make sure students are thinking about it at a deeper level. We will also supplement the text with other activities, such as a worksheet, video, object lesson, etc. We will also often discuss a saint who embodies what we are learning this week.

DAY

4

Application

This is the day when the students should really make the connection between Catholic teaching and living a Catholic life. Using their journals and Socratic discussion, students will consider how our culture elevates and undermines what they have learned. Does our culture promote or oppose the message of the chapter? They will consider why it is important to them, and how they can allow the truths they have been exploring throughout the week to impact their lives. How can they apply it? This class period will be focused on a Socratic Seminar. This is a conversation in which the students can really ponder more deeply what they are learning through discussion with their peers. The class may also think of a concrete activity they can do in the community to put the message of the chapter into practice.

DAY

5

Proclamation

The goal for Day 5 is to assess students' learning and celebrate the good news of this week's proclamation. The focus is prayer, and thanking God for the wonderful truths you have discovered. It is meant to help students understand how what they have learned is "good news," and to respond with a posture of praise and thanksgiving to God. There are a number of suggested prayer activities you can do; you should choose based on the direction your catechesis took during the week. Repetition is good! Our goal is to help students develop a consistent, life-long prayer life. That includes both spontaneity and routine. You will learn how your class prays, but teach them new ways, too, and try to help them develop essential devotions such as the Rosary and Adoration of the Blessed Sacrament, etc.

◆ Prayer activity examples:

- △ Journaling
- △ The Rosary (be sure to do this one periodically)
- △ The Chaplet of Divine Mercy
- △ Stations of the Cross
- △ Litanies of the Saints
- △ Sacred music
- △ Lectio Divina (see instruction in the manual)
- △ Intercessory prayer (pray for each other's needs)
- △ Adoration of the Blessed Sacrament (when you get the chance – take it!)

Lectio Divina

LECTIO (“reading”):

Read the passage attentively, reverently, slowly. You might read the passage several times or linger on one particular phrase or even one word. If one word, phrase, or image catches your attention, or seems to speak to you, spend some time with it; don’t rush through it. Take that word, phrase, or image to the second step, meditation.

MEDITATIO (“meditation”):

Meditation is an act of the mind. Ponder what was read. Consider the part that particularly caught your attention or seemed to speak directly to you. Why did that word, phrase, or image strike you? What might God be trying to say? Is He comforting you, challenging you, answering a question you have?

ORATIO (“prayer”):

This is the prayer of the heart. It is a unique and personal response to the experience of encountering God in His Word. After spending some time considering what the Word of God is saying to you, talk to God about it.

CONTEMPLATIO (“contemplation”):

Finally, listen. You have spoken to God, now quietly give Him your attention and open yourself to His response. We cannot create contemplation by ourselves; it is a gift from God. We focus on the Lord and listen, allowing Him to speak to our souls. “Contemplative prayer is nothing else than a close sharing between friends; it means taking time frequently to be alone with Him who we know loves us.” (St. Teresa of Avila)

CHAPTER

01

Who is God?

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Psalm 139:1-14. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "eternal": *Always existing, with no beginning and no end*. Students should write this in their religion journals.
- D. Give the definition of the word "creator": *A title for God because He made all things from nothing*. Students should write this in their religion journals.
- E. Ask students the following question and discuss:
 - How would you describe God to someone who has never heard of Him?
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Only God can fulfill our desire for happiness, fulfillment, and meaning
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - All people are made with a desire for God
 - God is the Creator of all things
 - We are called to know, love, and serve God
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Students should answer the following questions about the chapter:
 - Why is it significant that the universe had a beginning?
 - Why can only God satisfy our deepest longings?
 - Why is the question: "Where did God come from?" meaningless?
 - What does the fine-tuning of the universe tell us about God?
 - Why is Jesus the perfect revelation of who God is?
- G. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Reflect on St. Augustine's famous line from his Confessions, which you read in the text.
 - Who is God?
 - What would you answer if someone asked, "Where did God come from?"
 - How do we know that God is personal?
- C. On Catholic Brain, watch video catechism #4: [Creation](#). Use the curriculum guide for discussion questions.
- D. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why do some people not believe in God?
 - Why do many people ignore God?
 - How would you prove the existence of God?
 - How can we know God personally?
 - Atheists often try to pit science against religion, but recent surveys show that most scientists believe in God. Why do you think that is?
 - Is our culture a Christian culture?
 - How do our culture and institutions support Christian values? How do they undermine them?
- C. Encourage students to take up the challenge: Learn about St. Thomas Aquinas's five ways to prove God exists.
- D. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

02

Who is Jesus?

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: John 1:1-5, 9-14; 3:16-17. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "revelation": *Those truths God has revealed to us; His communication of Himself, most fully in Jesus Christ.* Students should write this in their religion journals.
- D. Give the definition of the word "Incarnation": *God becoming Man; when the Second Person of the Blessed Trinity took on a human nature, while remaining God.* Students should write this in their religion journals.
- E. Have students brainstorm words they would use to describe Jesus and write them on the board.
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Jesus is God, become Man

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Creation reveals God's goodness
 - Jesus is the perfect revelation of God
 - We must know Jesus
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Students should answer the following questions about the chapter:
 - Explain what is meant by the Incarnation.
 - Who are Mary and Joseph?
- G. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Read the C.S. Lewis quote from the text again. What do you think he means?
 - What does creation reveal to us about God?
- C. Read the following Scripture passages with the students: Matthew 1:1-16; Matthew 9:18-26; Matthew 17:1-8; Mark 6:31-32; Luke 5:17-26. You may do it together as a large group or split them into small groups, each with a Bible. If you work in small groups, discuss together in a large group at the end. Each passage refers either to Jesus's Divine Nature or His Human Nature. Have the students identify and discuss which nature is reflected in each passage.
- D. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why is it so important to know Jesus?
 - How can we come to know Jesus?
 - How can we help other people know Jesus?
 - St. Teresa of Avila called contemplative prayer "a close sharing between friends; it means taking time frequently to be alone with Him who we know loves us." What do you think of that?
- C. Read John 1:43-51. Philip introduced his friend Nathanael to Jesus. Role play introducing someone to Jesus. (Finish tomorrow if necessary.)
- D. Encourage students to take up one of the challenges: Speak to someone about Jesus who you haven't before; or Choose one of the Gospels and read about the life of Jesus.
- E. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

03

The Holy Trinity

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: John 14:6-10. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Trinity": The mystery that there are three divine Persons – the Father, the Son, and the Holy Spirit – in one divine nature. Students should write this in their religion journals.
- D. Give the definition of the word "mystery": Something we can know because God revealed it to us, but we can never understand it fully in this life. Students should write this in their religion journals.
- E. Use the attached diagram to help explain the Trinity to students.
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

The doctrine of the Trinity states that there are three Persons – the Father, the Son, and the Holy Spirit – in one God

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Trinity is the central mystery of our faith
 - The Father, the Son, and the Holy Spirit are each completely of the one divine nature
 - God reveals the mystery of the Trinity to us because He wants us to know Him
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - How many Gods are there?
 - How many Persons are in God?
 - What nature do the Persons of the Trinity share?
- F. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is the Trinity a mystery?
 - Summarize the story of St. Augustine and the little boy (the angel).
- C. Break the students into groups. Make sure each group has a Bible. Give each group one or more of the following Bible passages. They should look up the passage and discuss in their small groups how each passage reveals the Trinity. Then each group should read their passages aloud to the class and share what they discuss – how they reveal the Trinity. Fill in any gaps yourself.
 - Genesis 1:26-27
 - Matthew 28:18-20
 - Matthew 3:13-17
 - John 1:1-5
 - 2 Corinthians 13:14
 - Colossians 1:15-17
 - John 15:26
- D. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What difference does the Trinity make?
 - Why did God reveal the Trinity to us?
 - We are made in the image of God. In what ways do we image the Trinity?
 - How do we remain mysteries to each other, even when we know each other?
- C. Give students the diagram of the Trinity again, this time incomplete. They should finish and explain the diagram.
- D. If there is time, do the challenge: Begin reading about the Trinity in the Catechism of the Catholic Church, #232-260.
- E. Close the period with prayer

DAY 5

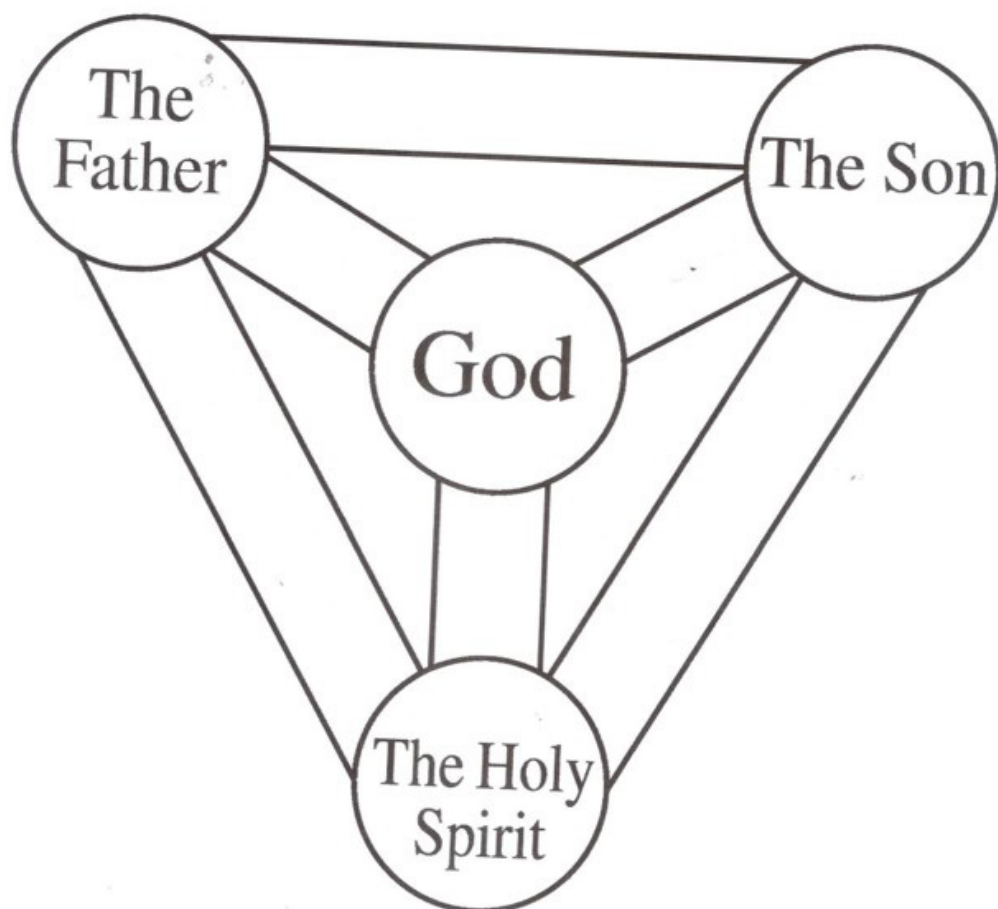
I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!



CHAPTER

04

The Persons of the Trinity

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: John 15:18-27. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "intellect": *Our ability to know and understand things by use of our reason.* Students should write this in their religion journals.
- D. Give the definition of the word "will": *Our ability to make free choices.* Students should write this in their religion journals.
- E. Ask students the following question and discuss:
 - How would you describe God to someone who has never heard of Him?
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
There is one God.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Father is fully God
 - The Son is fully God
 - The Holy Spirit is fully God
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What are human beings made for?
 - What is the highest use of our intellect?
 - What is the highest use of our will?
 - What natures does Jesus have?
 - Who is the Holy Spirit?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What does it mean that we are made in God's image and likeness?
 - How does the reality of the Trinity affect the way we relate with God?
 - How does the Holy Spirit act in us?
- C. Break the students into groups. Make sure each group has a Bible. Give each group one or more of the following Bible passages. They should look up the passage and discuss in their small groups how each passage reveals the Persons of the Trinity. Then each group should read their passages aloud to the class and share what they discussed – what we learn about the Persons of the Trinity. Fill in any gaps yourself.
 - John 15
 - 2 Corinthians 3:17
 - Colossians 2:9
 - 1 John 5:20
 - Acts 5:3-4
 - 1 Corinthians 3:16
 - Deuteronomy 6:4
 - Isaiah 45:5-6
 - The Our Father prayer
- D. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Break students into groups. Each group should make up a true/false quiz about the chapter, 5-10 questions long. Then give groups turns quizzing the rest of the class.
- C. Look at the different examples of sacred art representing the Trinity. Discuss what students see, why they think the artist chose to represent the Trinity the way he or she did, and what insights and limitations each painting displays.
- D. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!







CHAPTER

05

The Bible

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: 2 Timothy 3:12-17. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Pentateuch": *The first five books of the Old Testament in the Bible*. Students should write this in their religion journals.
- D. Give the definition of the word "Gospels": *The four books of the Bible – Matthew, Mark, Luke, John – which recount the life of Jesus*. Students should write this in their religion journals.
- E. Give the definition of the word "Inspiration": *A gift from the Holy Spirit that allowed the human authors of the Bible to write what God wants us to receive, His Word, without error*. Students should write this in their religion journals.
- F. Divide the class into groups. Give them five minutes to see how many books of the Bible they can name without looking. After five minutes, see which group was able to name the most.
- G. If there is time, watch Catholic Brain Youth video #12: [Is the Bible Inspired by God?](#) If you do not have time today, look for an opportunity later in the week.
- H. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The Bible is the Word of God.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The human authors of the Bible were inspired by the Holy Spirit
 - The Bible is divided into the Old Testament and the New Testament
 - The Gospels teach us about the life of Jesus
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What are the first five books of the Old Testament called?
 - How many books are in the Bible?
 - What are the four Gospels?
 - How is the Bible the Word of God if it was written by human beings?
- F. If there is time, watch Catholic Brain Youth video #25: [Who Wrote the Bible?](#) If you do not have time today, look for an opportunity later in the week.
- G. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Today, the focus will be on the different senses of Scripture. To begin getting students thinking about multiple senses in texts, read one of Aesop's fables. Discuss the literal sense of the fable (what happened in the story). Then, discuss how the fable has a moral. This is similar to one of the spiritual senses of Scripture – the moral sense.
- C. Next, you will do the same thing with one of the texts in Scripture. Begin by reviewing the literal sense and three spiritual senses of Scripture. Then read the parable of the Good Samaritan (Luke 10:30-37), and consider it through the three spiritual senses:
 - Allegorical – The Good Samaritan represents Jesus, who finds us wounded and left for dead. He cares for us and pays the price of our healing.
 - Moral – The Good Samaritan provides a model for us to follow in caring for each other.
 - Anagogical – Look at verses 25-29, before the parable. Jesus tells it in response to a question about inheriting eternal life.
- D. If there is time, discuss the story of David and Goliath with the class and review the four senses of Scripture (1 Samuel 17). Remember that it is a story about a true event; that is the literal sense. Does it also contain any or all of the spiritual senses, that God may be using the story to teach us through?
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Write the names of the books of the Bible on notecards and give one or two to each student. Ask them questions and instruct them to go to designated parts of the room based on:
 - Whether their book is from the New or Old Testament
 - Whether their book is a Gospel, a New Testament epistle, one of the prophets, part of the Pentateuch, a historical book, etc.
 - Have the students line up in order of their books of the Bible
- C. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why is it important to be familiar with Scripture?
 - Why are the Gospels the most important books of the Bible?
 - Why do you think there are so many different interpretations of the Bible, especially among Protestants?
 - What can we do to gain a better understanding of the Bible?
 - What are some of your favorite Bible stories?
- D. Encourage students to take up the challenge: Read from the Gospels ten minutes a day.
- E. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

06

Sin

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Genesis 3:1-21. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Before giving them definitions, have the students brainstorm how they would define the words: Sin, Original Sin, Actual Sin, Mortal Sin, Venial Sin. Then give them the definitions they can write in their religion journals.
- D. Original Sin: the fallen state we are born into; we inherit it because humanity fell in the Garden of Eden. It leaves us with concupiscence, a tendency to sin and selfishness
- E. Actual Sin: personal sin that we ourselves commit
- F. Mortal Sin: serious sin that we freely choose; it can keep us out of Heaven
- G. Venial Sin: less serious sin; it does not kill grace in our souls, but it wounds us
- H. Give the definition of the word "devil": *Lucifer, an angel who refused to serve God, led other angels in rebellion, and seeks to destroy us because God loves us.* Students should write this in their religion journals.
- I. Give the definition of the word "concupiscence": *The weakness and tendency to sin we have as a result of Original Sin.* Students should write this in their religion journals.
- J. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Sin is the one thing that can separate us from God.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Sin is an offense against God
 - Sin always has a bad effect
 - When sin entered the world, God immediately promised a Savior
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What gift, that God has given us, allows us to sin when we misuse it?
 - What is the difference between pleasure and lasting happiness?
 - Who is the devil?
 - What three conditions make a sin a mortal sin?
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How did Adam and Eve's sin harm their relationship with God?
 - What was their life like before sin? What about after?
 - How are we affected by Original Sin?
- C. Allow students to write a post-apocalyptic version of the Fall of Man. Or, break the class into groups and have them retell the story of the Fall, perhaps in a modern setting. Remind them to include the resulting fallen nature due to Original Sin.
- D. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. On Catholic Brain, watch Video Catechism #13: [Forgiveness of Sins](#)
- C. Students will be engaging in a Socratic Seminar using the questions from the catechism guide. Also:
- D. Why do people sin if it is so destructive?
- E. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

07

Redemption

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Romans 5:6-11. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "covenant": *A sacred promise, in which both parties promise themselves to the other, which often establishes family ties. Covenants are generally marked by promises and responsibilities.* Students should write this in their religion journals.
- D. Give the definition of the word "redemption": *Jesus' saving work, paying the price of our sins through His suffering and death.* Students should write this in their religion journals.
- E. Ask students the following question and discuss:
 - What does it mean to say that Jesus saves?
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Jesus saves us from sin and death.

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God entered into a covenant with humanity
 - Sin broke our family relationship with God
 - Jesus offered His life as a sacrifice in reparation for our sins
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What do the participants in a covenant promise each other?
 - According to Archbishop Fulton Sheen, what was Jesus born to do?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Today's activity is an object lesson about this week's topic. We want the students to understand that Jesus paid the price of their sins; He offers salvation to them as a gift. They did not earn it, but it cost Him. He paid for all of our sins, and salvation is offered to all, but we have the choice of whether to accept the gift or to reject it. We accept the gift of salvation through our faith, charity, and participation in the sacraments; we reject it through our lack of faith and our unrepented sin.

For this activity, you will need a small treat for all the students – donuts, candy, whatever. This will be offered to them as a gift. But it will cost you something. Gauge ahead of time the price you are able to pay – perhaps it will be five pushups per student, or ten jumping jacks; it should be something they see you paying. Put the price on the board; for example, “one Hershey's kiss = 5 pushups.” Offer the first student the gift. If he accepts, give it to him, and then pay the price. Do the same with each student. If a student does not want the gift, do not give it to him, but pay the price anyway.

After everyone has been offered the gift, discuss the lesson. You paid the price for each student's gift. They were able to receive it undeserved, but they still had to accept it. Even if they rejected the gift, however, you still paid the price. Be sure to connect this to Jesus. (Note: If students later change their mind and want the treat, you may decide to give it to them, as we all have the chance to repent and accept the gift of salvation. However, set a limit; for example, they cannot come back after class and get it. Just as if we reject God until we die, our chance for receiving the gift of salvation is over.)

- C. Break the class into groups and have them work on a skit demonstrating how Jesus redeems us.
- D. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. On Catholic Brain, watch Video Catechism #49: [Mercy is Greater](#)
- C. Then, in their groups, students can finish and present the skits they began working on yesterday.
- D. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

08

The Paschal Mystery

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: 1 Corinthians 15:1-26. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Paschal Mystery": *The suffering, death, Resurrection, and Ascension of Jesus*. Students should write this in their religion journals.
- D. Give the definition of the word "Messiah": *The Jewish term for God's Anointed, the promised Savior*. Students should write this in their religion journals.
- E. Give the definition of the word "Resurrection": *When Jesus rose from the dead on the first Easter Sunday*. Students should write this in their religion journals.
- F. Give the definition of the word "Ascension": *Jesus' return to Heaven 40 days after He rose from the dead*. Students should write this in their religion journals.
- G. Have students brainstorm and then discuss:
 - What do you know about the Paschal Mystery?
- H. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The suffering, death, Resurrection, and Ascension of Jesus is the Paschal Mystery.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus was crucified on Good Friday
 - Jesus rose from the dead on Easter Sunday
 - Forty days after His Resurrection, Jesus ascended to Heaven
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Students should answer the following questions about the chapter:
 - What were the twelve closest followers of Jesus called?
 - What Roman governor sentenced Jesus to death?
 - What did the Jews call God's promised Savior?
 - Who is the Bride of Christ?
- G. Go through the Apostles' Creed and highlight the parts that refer to the different elements of the Paschal Mystery
- H. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How can learning about Jesus's suffering teach us about the seriousness of sin?
 - Why is the Resurrection Jesus's most important miracle?
 - What is important about Jesus's Ascension?
- C. Individually or with a partner, students should do the Paschal Mystery crossword puzzle included with this lesson. After they have had a chance to do the crossword, review it as a class.
- D. Close the period with prayer.

Paschal Mystery Crossword Answer Key

Down:

1. Pontius Pilate
2. Ascension
3. Church
4. Messiah

Across:

1. Good Friday
2. Easter
3. Crucifixion
4. Sunday
5. Bethlehem
- 10) Nazareth

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. On Catholic Brain, watch Video Catechism #7: [That 1 Day](#)
- C. Then, students will have two opportunities for quiet meditation, reflection, and journaling.
 - First, read Matthew 28:1-10. Give students 5-10 minutes for silent reflection and journaling, preferably with soft Gregorian chant playing.
 - Second, do the same thing while the students have a chance to pray in front of a crucifix.
- D. Close the period with prayer

DAY 5

I. Objective:

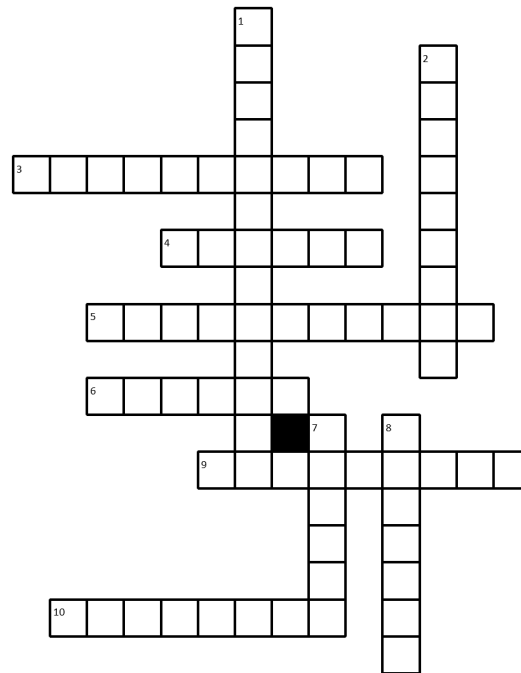
Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

...



Down:

1. Sentenced Jesus to death
2. Jesus's return to Heaven
7. The Bride of Christ
8. Jewish term for the promised Savior

Across:

3. The day Jesus died
4. The day of Jesus's Resurrection
5. How Jesus was killed
6. The Lord's Day
9. Where Jesus was born
10. Town where Jesus grew up

CHAPTER

09

The Church

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Matthew 28:16-20. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Marks of the Church": *Four characteristics of Christ's Church: one, holy, catholic, apostolic.* Students should write this in their religion journals.
- D. Give the definition of the word "Apostolic Succession": *The unbroken line of authority handed on from the apostles through the bishops.* Students should write this in their religion journals.
- E. Give the definition of the word "Catholic": *Greek word meaning "universal"; the name of the Church Jesus founded.* Students should write this in their religion journals.
- F. Give the definition of the word "Pentecost": Fifty days after Easter, when the apostles received the Holy Spirit. Students should write this in their religion journals.
- G. Play a game of telephone: You will whisper a message into the ear of the first student in the class. It should be a little complex, but not ridiculously long, something like: "For her fifth birthday, Susie was given a box of chocolates from her grandmother, but she shared it with her favorite aunt." That student, in turn, tells the sentence quietly to the next student, and the message is passed around the room, one student at a time, until the last student says the message out loud, and you all compare it to the original message.

You will notice that the message will have changed tremendously; it may not even be recognizable to the original message. Reread Matthew 28:18-20. Jesus is entrusting His entire message to eleven men, to spread it to the whole world. And they couldn't use newspapers, telephones, the Internet. They just had to tell people, and teach, and maybe write letters. But we know, from looking at historical documents from the first and second centuries, that those Catholics believed and worshiped like we do.

Ask the students, "How did they do it? If we couldn't get a simple sentence across the classroom uncorrupted, how did they spread the entire Gospel across the world so that 2,000 years later, we are receiving the same Truth?" The answer: They had a secret weapon – the Holy Spirit.

- H. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Jesus established the Catholic Church.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Church is one, holy, catholic, and apostolic
 - The Holy Spirit came to the Church at Pentecost and remains with her forever
 - All people are called to the Church, the people of God
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What help from Heaven did the Apostles receive on Pentecost?
 - What is the Mystical Body of Christ?
 - What does the word "catholic" mean?
 - Who are the successors of the Apostles?
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Focus on the four Marks of the Church. Have the students write or draw ways in which these four marks are evident in the Church. Create a bulletin board using their work.
- C. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Read 1 Corinthians 12:4-31. Then, think-pair-share. Finally, they should discuss as a class:
 - What does this passage tell us about the Church and our role in it?
 - Consider what gifts God has given you that you can contribute to the Body.
- C. As a class, decide on some ways students can use their gifts to serve the Church and the local community. Plan a service project.
- D. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

10

The Church

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Matthew 18:15-18. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Magisterium": *The teaching office, or role, of the Catholic Church*. Students should write this in their religion journals.
- D. Give the definition of the word "Pope": *The man chosen to lead the Church on earth; the successor of St. Peter*. Students should write this in their religion journals.
- E. Give the definition of the word "Infallibility": *The charism given to the pope that allows him to, under certain conditions, teach the entire Church without error*. Students should write this in their religion journals.
- F. Ask students the following question and discuss:
- G. Why is it important that the Church can teach with authority?
- H. If there is time, watch Catholic Brain Youth videos #13 and #16: [Sacred Scripture vs. Sacred Tradition](#) and [What Does it Mean that the Pope is Infallible?](#) If you do not have time today, look for an opportunity later in the week.
- I. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Jesus gave authority to the Church.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Holy Spirit ensures that the teaching of the Church is faithful to the teaching of Christ
 - *The Catechism of the Catholic Church* contains the teachings of our faith
 - To practice our faith, we must keep the Precepts of the Church
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - Who is the head bishop?
 - What does the name Peter mean?
 - When can the pope speak infallibly?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How is the Church able to survive even a bad pope?
 - Why is it important to know the official teaching of the Church on a matter?
 - The Church must help us apply unchanging truth to a changing world. How?
 - Why does that often put us at odds with the prevailing culture?
- C. Look through the Catechism together to find answers to questions students have about Catholic teaching.
- D. Encourage students to take up the challenge: Look up a teaching you don't understand in the Catechism.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. As a class, make posters about the six Precepts of the Church. Include the title of the precept, images, and explain why it is important to be a practicing Catholic.
- C. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

11

The Communion of Saints

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Revelation 7:9-17. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Communion of Saints": *The union of all God's people, in Heaven, on earth, and in Purgatory.* Students should write this in their religion journals.
- D. Give the definition of the word "Heaven": *Being with God forever in perfect happiness after we die.* Students should write this in their religion journals.
- E. Give the definition of the word "Hell": *Eternal separation from God after death, for those who have rejected His love and the gift of salvation.* Students should write this in their religion journals.
- F. Give the definition of the word "Purgatory": *The final purification after death of those who die in God's friendship but are not yet prepared to enter Heaven.* Students should write this in their religion journals.
- G. Give the definition of the word "Second Coming": *Christ's return in glory at the end of time.* Students should write this in their religion journals.
- H. Each student will give a presentation on the life of a saint on Thursday. Today, each student will choose a saint and begin researching his or her life.
- I. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
You were made to be a saint.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
- E. All people in Heaven are saints
- F. Death does not separate us from God or from each other
- G. Those who reject God will be separated from Him forever in hell
- H. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- I. Students should do the fill-in-the-blank worksheet about the chapter
- J. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How can we continue to show love for our deceased loved ones?
 - How do Christians see death differently than non-Christians do?
 - Why is going to hell the only true tragedy that can befall a person?
- C. Students should work on the saint presentations they will be giving tomorrow.
- D. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice. They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - We are all called to be saints. How?
 - What stands in our way?
 - How can we overcome it?
- C. Students will present to the class about the saints they have learned about this week.
- D. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 11 – Communion of Saints Worksheet

1. The Church on earth is called the Church _____.
2. The Church in Purgatory is the Church _____.
3. The Church in Heaven is the Church _____.
4. We are all called to be _____.
5. Those who reject God are separated from Him forever in _____.
6. Those who accept God's gift of salvation are united to Him forever in _____.
7. In _____, people undergo purification after death in preparation for Heaven.
8. We should pray for and have _____ offered for our deceased loved ones.
9. The Church has the authority to grant _____, which are remission of temporal punishment for already-forgiven sins.
10. The four last things are death, _____, Heaven, and hell.
11. At death, everyone undergoes a _____ judgment.
12. When Christ returns, all people will undergo the _____ judgment.
13. We call Christ's promised return His _____ Coming.
14. The union of all God's people is the _____.

Answer Key:

- | | | | |
|---------------|--------------|----------------|-------------------------|
| 1. Militant | 5. Hell | 9. Indulgences | 13. Second |
| 2. Suffering | 6. Heaven | 10. Judgment | 14. Communion of Saints |
| 3. Triumphant | 7. Purgatory | 11. Particular | |
| 4. Saints | 8. Masses | 12. General | |

CHAPTER

12

Mary, Our Mother

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Luke 1:26-38. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. The students should brainstorm answers to the question: What Marian devotions are you familiar with? Discuss what they know about these devotions.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Mary is our Mother.

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Mary is the Mother of God
 - Jesus gave Mary to us from the cross
 - Mary continues to care for us
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - Who appeared to Mary, announcing God's plan to her?
 - What is the Greek term that defines Mary as Mother of God?
 - Whom did Mary appear to in Mexico in 1531?
 - Whom did Mary appear to in Lourdes in 1858?
 - Whom did Mary appear to in Fatima in 1917?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - If God created Mary, how can we call her the Mother of God?
 - Why should we honor Mary?
- C. As a class, begin researching other Marian apparitions not mentioned in the text: Kibeho, Akita, LaVang, Miraculous Medal, etc.
- D. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Finish learning about the Marian apparitions that you began researching yesterday. As a class, discuss the message Mary gave in each. How can we put these messages into practice in our own lives?
- C. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

13

More about Mary

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Revelation 11:19; 12:1-6, 13-17. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Immaculate Conception": *The special privilege given by God to Mary through which she was preserved from all stain of Original Sin from the moment of her conception.* Students should write this in their religion journals.
- D. Give the definition of the word "Assumption": *The taking up of Mary, body and soul, into Heaven at the end of her earthly life.* Students should write this in their religion journals.
- E. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
God blessed Mary with unique gifts and privileges.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Through her Immaculate Conception, Mary was preserved from sin
 - The Old Testament Ark of the Covenant prefigured Mary
 - At the end of her life, Mary was assumed into Heaven, body and soul
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What is an Old Testament type?
 - What two types of Mary were mentioned in this chapter?
 - What happened to Mary's body at the end of her life?
- F. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why do you think God gave Mary the unique privilege of the Immaculate Conception?
 - When Jesus called His mother "Woman," why was this an important title?
 - Why was Mary's Assumption a fitting privilege?
 - Students should do the included crossword puzzle about Mary.
- C. Close the period with prayer.

Mary Crossword Answer Key

Down:

1. Conception
2. Baptism
3. Woman
4. Queen

Across:

1. Heaven
2. Ark
3. Assumption
4. Mother

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How is Mary a model for us?
 - How can we follow her example?
 - How can Mary lead us to Jesus?
 - What are some of your favorite Marian devotions?
 - How is Mary's Assumption a sign of hope for us?
- C. Review the attached sacred art about Mary. Give students time to meditate and reflect. What messages does this art convey? What details do you see? What do they mean?
- D. Close the period with prayer

DAY 5

I. Objective:

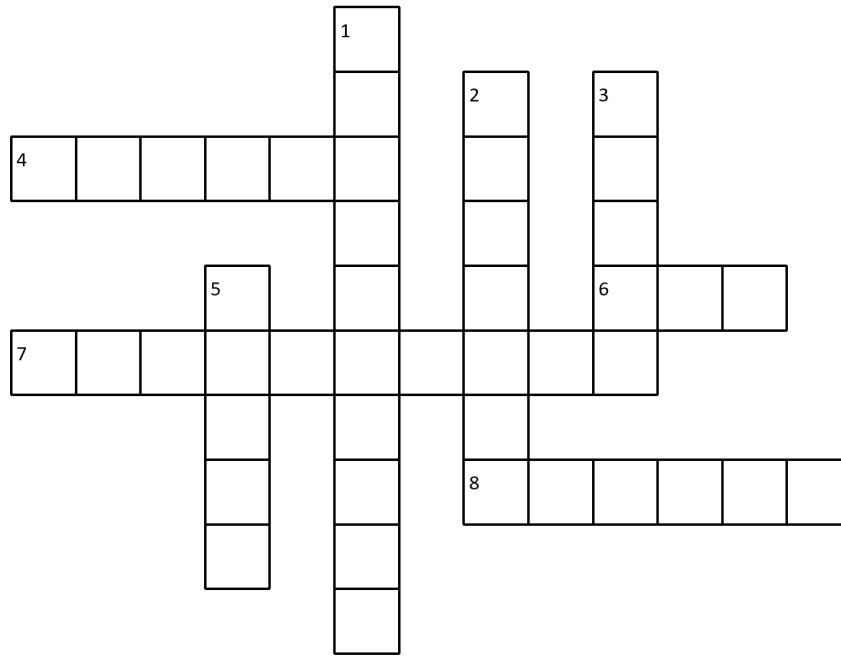
Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Mary Crossword Puzzle



Down:

1. Mary was preserved from sin from the moment of her _____
2. The sacrament that frees us from Original Sin
3. The title Jesus called Mary from the cross
5. Mary is _____ of Heaven and Earth

Across:

4. Mary was assumed into _____
6. An Old Testament type of Mary
7. Gift Mary received at the end of her earthly life
8. Mary is our _____

CHAPTER

14

Angels

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Luke 2:8-21. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Angels": *Purely spiritual beings created by God with an intellect and a will*. Students should write this in their religion journals.
- D. Brainstorm on the board what students know (or think they know) about angels. Be sure to correct misconceptions.
- E. On Catholic Brain, watch Catholic Brain Youth video #1: [Are Angels Real?](#)
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
You have a guardian angel.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Angels are pure spirits
 - Your guardian angel's job is to help you get to Heaven
 - The devil is a fallen angel
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What do angels look like?
 - Why don't angels change their minds?
 - What are the three names of archangels that we know?
 - Who has a guardian angel?
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - In what ways is our culture's portrayal of angels correct? How is it incorrect?
- C. Break the students into groups. Make sure each group has a Bible. Give each group one or more of the following Bible passages. They should look up the passage and discuss in their small groups what each passage teaches us about angels. Then each group should read their passages aloud to the class and share what they discussed – what they reveal about angels. Fill in any gaps yourself.
 - Luke 15:8-10
 - Matthew 2:13-15
 - Matthew 18:10-14
 - Luke 1:5-23
 - Acts 12:6-11
 - Revelation 8:1-5
 - Revelation 12:7-12
 - Matthew 13:36-43
- D. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. First, students should be directed to draw an angel. Since they are invisible, students will have to think about how to portray them in art.
- C. Then, students should discuss:
 - Why did you draw what you drew?
 - Do you ever pray to your guardian angel?
 - Why did God give us guardian angels?
 - How can you develop a relationship with your angel? (Do not name it!)
 - How can you allow your angel to help you respond to God?
- D. Encourage the students to do the challenge: Compose a prayer to your guardian angel.
- E. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

15

Suffering

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: 1 Peter 5:6-11. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Free Will": *Our ability to make free choices*. Students should write this in their religion journals.
- D. Ask students the following question and discuss:
 - Why does God allow evil?
- E. On Catholic Brain, watch Catholic Brain Youth video #31: [Why Does God Allow Evil in the World?](#)
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
God can bring a greater good out of any evil.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Sin brought suffering and death into the world
 - The gift of free will gives us power to sin, but also power to love
 - We can offer our suffering as a powerful prayer
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - Why did God give us free will?
 - What is the definition of love?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Break the students into groups. They will begin to work on skits that demonstrate an instance of suffering that leads to a greater good. They will present the skits tomorrow, so they should plan and practice their skits and consider what kinds of costumes and props, if any, they will need to bring.
- C. Finish by passing out copies and reading the story "Footprints in the Sand" (attached). Give students time to reflect and share their thoughts.
- D. Close the period with prayer.

Footprints in the Sand

One night I had a dream...

I dreamed I was walking along the beach with the Lord, and
Across the sky flashed scenes from my life.
For each scene, I noticed two sets of footprints in the sand,
One belonging to me and the other to the Lord.

After the last scene of my life flashed before me,
I looked back at the footprints in the sand.
I noticed that at many times along the path of my life,
Especially at the very lowest and saddest times,
There was only one set of footprints.

This really troubled me, so I asked the Lord about it.
"Lord, you said that once I decided to follow you,
You would walk with me all the way.
But I noticed that during the saddest and most
troublesome times of my life,
There was only one set of footprints.
I don't understand why, when I needed You the most,
You would leave me."

He whispered, "My precious child, I love you and I
would never leave you
During your trials and testings.
When you saw only one set of footprints,
It was then that I carried you."

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will present their skits about suffering that leads to a greater good.
- C. Then, students should discuss:
 - Where does suffering come from?
 - How should we respond to suffering (our own and others')?
 - What good things would we not have if suffering did not exist (ex. courage, heroes)?
 - Heaven is a place without suffering. What do you think that is like?
 - How does suffering help us to grow spiritually?
- D. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

16

Sacraments and Grace

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Mark 16:14-20. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Grace": *A supernatural gift from God for our salvation.* Students should write this in their religion journals.
- D. Give the definition of the word "Sacrament": *An outward sign, instituted by Christ, that gives us grace. There are seven sacraments.* Students should write this in their religion journals.
- E. Give the definition of the word "Sanctifying Grace": *God's gift of His own life within us. It makes us children of God.* Students should write this in their religion journals.
- F. Show the students the images of signs on the attached sheet. Ask them what each sign means. Each sign is a symbol that has meaning greater than the sign. For example, the no smoking sign is a symbol of an action people are not supposed to engage in.
 - The Church has signs, too; they are the sacraments. The sacraments are signs of great spiritual realities. But unlike the signs on the paper, the sacraments actually do what they symbolize. For example, the music note on the sheet doesn't actually create music. But in Baptism, sin truly is washed away; in the Eucharist, bread and wine truly do become the Body and Blood of Christ.
- G. Assess prior knowledge:
 - How many of the seven sacraments can the students name and define?
- H. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The sacraments are encounters with Jesus.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus gave us seven sacraments, which provide us grace
 - The sacraments are efficacious signs (they do what they signify)
 - Sanctifying grace is God's life in us
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What are the three elements in the definition of a sacrament?
 - Who has the power to make a new sacrament?
 - Name the seven sacraments.
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following question. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - C. How do the sacraments help us live our Catholic faith?
- D. On Catholic Brain, watch Video Catechism #14: [The Seven Sacraments](#)
- E. Students should do the attached Sacraments worksheet.
- F. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Create a Sacraments bulletin board that can help the rest of the student body learn and understand the Sacraments of the Church. Students should write each of the seven Sacraments and provide art / illustration that can explain them.
- C. If there is time, break students into groups. Each group should make up a true/false quiz about the chapter, 5-10 questions long. Then give groups turns quizzing the rest of the class.
- D. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!



Lesson 16 Activity

Sacramental Grace

Sacraments are outward signs, instituted by Christ, that give us grace. Using the attached sheet, match each sacrament to a particular sacramental grace it imparts.

- | | | | |
|--------------|-----------------|--------------------------|---------------|
| A. Baptism | B. Confirmation | C. Eucharist | D. Confession |
| E. Matrimony | F. Holy Orders | G. Anointing of the Sick | |

- _____ Gives us strength to profess our faith and set good example, even under difficulty and persecution
- _____ Helps cure inclinations to evil developed through actual sin, makes it easier to avoid sin in the future
- _____ Helps a priest fulfill his sacred duties as a good priest
- _____ Strengthens us to accept suffering, and even death, as a purifying cross
- _____ Nourishes our love of God and helps overcome disordered self-love
- _____ Makes us and helps us live as children of God, to have faith in Him, and lessens our inclinations to evil
- _____ Helps married people fulfill the duties of their state of life

Key

1. B
2. D
3. F
4. G
5. C
6. A
7. E

CHAPTER

17

Baptism

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: John 3:1-8. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Baptism": *The sacrament that makes us children of God. We are freed from sin, become members of the Church, and God comes to live in us.* Students should write this in their religion journals.
- D. On Catholic Brain, watch Catholic Brain Youth video #37: [Why Should I Be Baptized?](#)
- E. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.
- F. At home, students should do the challenge: Learn about your Baptism: what date it was, who baptized you, who your godparents are. If possible, look at your Baptismal certificate, and any pictures or videos from your Baptism. Students will share this information on Thursday.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The grace of Baptism is necessary for salvation.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Baptism is a rebirth as a child of God
 - When we are baptized, God lives within us
 - We are anointed as priest, prophet, and king
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What are some of the effects of Baptism?
 - How can people who have not received water Baptism (through no fault of their own) receive the grace of Baptism?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is Baptism so important?
 - What does it mean to be anointed priest, prophet, and king?
 - Review (and renew) the Baptismal promises made at the Easter vigil. What do they mean?
- C. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Allow students to share the details about their Baptism that they learned this week. Bring treats to celebrate!
- C. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why do you think anyone can baptize in an emergency? Do you know how?
 - Do we take the commitments of our Baptism seriously? Why or why not?
 - How does our culture view Baptism?
 - As a serious, life-changing/eternity-changing event, with graces and commitments; or a good reason to have a party?
 - Why do you think we all renew our Baptismal promises during the Easter season?
 - How is holy water supposed to remind us of our Baptism?
- D. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Renewal of Baptismal Promises

Dear brethren, through the Paschal Mystery we have been buried with Christ in Baptism, that we may walk with him in newness of life.

And so, let us renew the promises of Holy Baptism, which we once renounced Satan and his works and promised to serve God in the holy Catholic Church.

And so I ask you:

V. Do you renounce Satan?

R. I do.

V. And all his works?

R. I do.

V. And all his empty show?

R. I do.

OR:

V. Do you renounce sin, so as to live in the freedom of the children of God?

R. I do.

V. Do you renounce the lure of evil, so that sin may have no mastery over you?

R. I do.

V. Do you renounce Satan, the author and prince of sin?

R. I do.

V. Do you believe in God, the Father Almighty, Creator of heaven and earth?

R. I do.

V. Do you believe in Jesus Christ, his only Son, our Lord, who was born of the Virgin Mary, suffered death and was buried, rose again from the dead and is seated at the right hand of the Father?

R. I do.

V. Do you believe in the Holy Spirit, the holy Catholic church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting?

R. I do.

V. And may almighty God, the Father of our Lord Jesus Christ, who has given us new birth by water and the Holy Spirit and bestowed on us forgiveness of our sins, keep us by his grace, in Christ Jesus our Lord, for eternal life.

R. Amen.

All are sprinkled with holy water.

CHAPTER

18

Confirmation

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Acts 8:14-17. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Gifts of the Holy Spirit": *Seven gifts from God that help us live as faithful Catholics, which we are strengthened with at Confirmation.* Students should write this in their religion journals.
- D. On Catholic Brain, watch Video Catechism #19: [It's NOT Graduation](#)
- E. What point is the video trying to make?
- F. What do you know about Confirmation?
- G. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
A confirmed Catholic must live as a faithful disciple of Jesus.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Confirmation is like enlisting in God's army
 - At our Confirmation, we are strengthened with the Gifts of the Holy Spirit
 - Confirmation completes the grace we received at Baptism
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What are the seven Gifts of the Holy Spirit?
 - Why can Confirmation only be received once?
- F. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is it important to be confirmed?
 - What responsibilities does a confirmed Catholic assume?
- C. You may choose to do the attached worksheet on the Gifts of the Holy Spirit or the suggested craft activity. If there is time, you may choose to do both.
- D. Close the period with prayer.

Suggested Ch. 18 activity

Three images of the Holy Spirit are fire, a dove, and wind. Students will make a craft today, to help them remember the seven Gifts of the Holy Spirit. It will be an imitation wind chime. You will need construction paper, yarn, and the attached Holy Spirit images, as well as tape, scissors, and a hole punch or stapler.

Students will make a cylinder with a piece of construction paper and attach the image of the dove to it. Then, they will connect the seven images of flame to the bottom with pieces of yarn. On each image of a flame, they should write the name of a Gift of the Holy Spirit. They can also attach yarn to the top of their "wind chime," so they can hang it up. See the picture below for an example of what the finished craft should look like.



DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Game – To help students begin to memorize the Gifts of the Holy Spirit, you can play the “ball game.” For this game, you will need a soft, fuzzy ball, like a Nerf ball. Allow the students to toss the ball to each other. Whenever someone gets the ball, they must name one of the Gifts of the Holy Spirit. They can receive the ball a second time, but no one can give more than two answers on the list. See if they can get all seven without missing one and without dropping the ball.
- C. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Which Gift of the Holy Spirit is most visible in the world? In the Church?
 - Which Gift of the Holy Spirit is least visible in the world? In the Church?
 - Which Gift do you feel most in need of? Why?
 - Why do people sometimes treat Confirmation like graduation?
- D. Since Confirmation is more like enlisting in the army, what must we do to prepare for Confirmation? To live as a confirmed Catholic?
- E. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!



Gifts of the Holy Spirit



Counsel
Knowledge

Fear
Piety

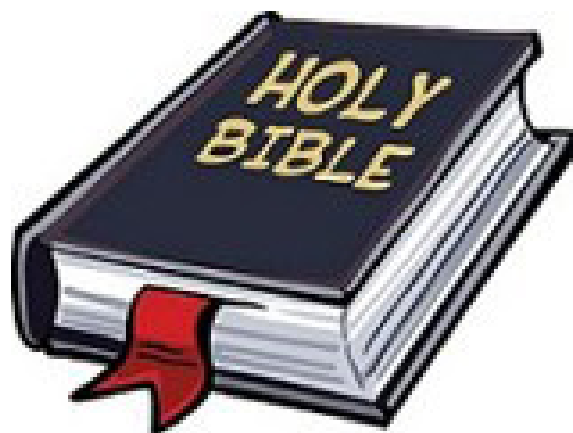
Fortitude
Understanding

Gifts
Wisdom

1. There are seven _____ of the Holy Spirit.
2. The gift of _____ helps us to see things as God sees them.
3. The gift of _____ helps us have courage.
4. The gift of _____ helps us show honor and respect to God.
5. _____ helps us make good choices and follow God's will in our lives.
6. _____ helps us understand deeper mysteries of our Faith.
7. The gift of _____ helps us to know God, and what is right and wrong.
8. _____ of the Lord helps us to hate the thought of ever sinning.

Key

1. Gifts
2. Wisdom
3. Fortitude
4. Piety
5. Counsel
6. Understanding
7. Knowledge
8. Fear





CHAPTER

19

The Eucharist

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: John 6. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Transubstantiation": *The changing of the substance of bread and wine into the Body and Blood of Christ at Mass*. Students should write this in their religion journals.
- D. Give the definition of the word "Tabernacle": *The place in the Church where consecrated hosts are kept*. Students should write this in their religion journals.
- E. This week's lesson is about the Eucharist, and we will be trying to teach the students the concept of transubstantiation. To get started, we will get them thinking about the way things change. We want students to understand that things can change in their appearance, and in their essence. The appearance of things – how they look, smell, taste, etc. – in philosophy is called their "accidents." The essence of a thing – what is really is, is called its "substance."

Take a piece of paper and tear it in half for the class. Ask the students if the paper has changed. Did its appearance change? Other than being ripped, it still looks the same. Its accidents are basically unchanged. Has its substance changed? It is still the same substance, paper, so its substance did not change.

Now, you can use ice. As the ice melts, its appearance does change, so the accidents change. However, it is still the same substance, H₂O. Sometimes, there can be a change that we don't see. For example, when you learn something new, you don't look any different, but knowledge is added to your mind.

Can the substance of something change without the accidents changing? God does just that in the Eucharist. Bread and wine changes into the Body and Blood of Christ. It is no longer bread and wine; the substance has changed. But it still appears like bread and wine; the accidents have not changed. Only God's power can do something like this, which is why only a priest can consecrate the Eucharist. This is called transubstantiation, which means "change of substance."

It is important that students have at least a basic understanding of these things as they begin study of the Eucharist.

- F. On Catholic Brain, watch Catholic Brain Youth Video #10: [Is Jesus Truly Present in the Holy Eucharist?](#)
- G. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

The Eucharist is Jesus Himself.

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus is really and truly present in the Holy Eucharist
 - We must be prepared to receive Holy Communion
 - The Eucharist is the source and summit of the Christian life
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - When did Jesus institute the Eucharist?
 - Who first received power from Jesus to turn bread and wine into His Body and Blood?
 - Who has that power today?
 - What are two important Old Testament types of the Holy Eucharist?
- F. Close the period with prayer

DAY 3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is reception of the Eucharist the closest we will be to Jesus until we are in Heaven?
 - What is transubstantiation?
 - Why are the miracle at Lanciano and other Eucharistic miracles important?
- C. On Catholic Brain, watch Video Catechism #55: [Grace in the Real Presence](#). Use the catechist guide for discussion questions.
- D. Although we are only obligated to go to Mass on Sundays and holy days, we are invited to go anytime. On days we cannot go, we can make a spiritual communion. This is a prayer in which we tell God of our desire to receive Him and ask Him to come into our hearts.
 - Write your own prayer of spiritual communion. Then go before Jesus in the tabernacle or Eucharistic Adoration and pray the prayer you have written.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. On Catholic Brain, watch Video Catechism #18: We Adore
- C. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What have been your experiences in Adoration?
 - How do you prepare yourself to receive the Eucharist?
 - Do you think most Catholics prepare for reception of the Holy Eucharist?
 - Did you understand the truth about the Eucharist before this lesson? Do you feel like you understand it now?
 - Most of the Jews who understood Jesus's teaching about the Eucharist took it so seriously that they stopped following Him. Do we who believe take it that seriously?
 - What, specifically, can you commit to, that will help you grow closer to Jesus in the Holy Eucharist?
- D. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

20

The Mass

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. On the board, tap into background knowledge. Ask the class to try to name the Ten Commandments. See how many they can identify and try to put them in order.
- C. Read with the class, from the Bible: Luke 22:14-20. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- D. Brainstorm with students. What happens at Mass? Allow students to share what different things go on at Mass. Put them on the board. Then see if the class can put them in the order that they happen. Encourage them to look for important things they missed as the lessons progress throughout the week.
- E. Give the definition of the word "epiclesis": *The calling down of the Holy Spirit on the bread and wine.* Students should write this in their religion journals.
- F. Give the definition of the word "consecration": *To consecrate something means to set it apart for a holy purpose. At the consecration at Mass, the bread and water become the Body and Blood of Christ.* Students should write this in their religion journals.
- G. Give the definition of the word "in Persona Christi": *Latin phrase meaning "in the Person of Christ." Priests act in Persona Christi, particularly when they administer the sacraments.* Students should write this in their religion journals.
- H. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The Mass is the highest form of prayer and worship
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Mass is a sacrifice
 - The Mass is a feast
 - We become "one flesh" with Christ in Holy Communion
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What are the two main parts of the Mass?
 - What sacrifice is offered to the Father at Mass?
 - What kind of feast is the Mass?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What makes the Mass the highest form of prayer and worship?
 - In what ways is a marriage a sign of our relationship with Christ? (Include references to the Mass.)
- C. On Catholic Brain, watch Video Catechism #15: [On the Road to Emmaus](#)
 - Use the questions on the printable guide to lead discussion.
- D. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. As a class, examine the attached image of the Mass. Discuss. What is happening? Look at it in detail. Consider each part of the work of art and discuss what it is demonstrating.
- C. Individually or with a partner, students should do the crossword puzzle about the Mass included with this lesson. After they have had a chance to do the crossword, review it as a class.
- D. Close the period with prayer

The Mass Crossword Answer Key

Down:

1. Eucharist
2. Anaphora
3. Word
4. Priest

Across:

1. Communion
2. Liturgy
3. Gospel
4. Jesus
5. Mass

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!



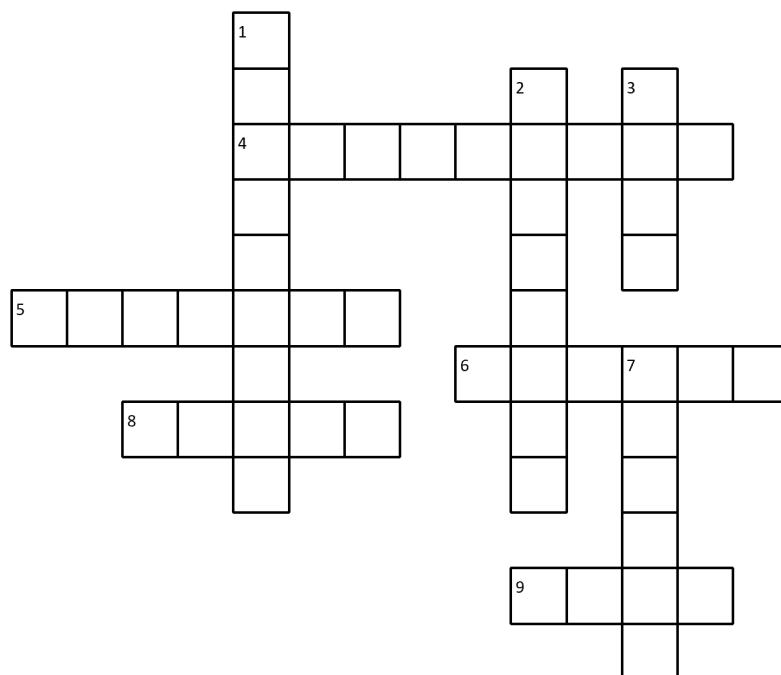
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JEÛSUS A LA CORONACION DEL SANTIS

ANTONIO DE NAVO

The Mass



Down:

1. Liturgy of the _____
2. The Eucharistic Prayer is the _____, or offering
3. Liturgy of the _____
7. Acts in Persona Christi

Across:

4. Holy _____ - when we become one flesh with Christ
5. Means "public work"
6. We stand for the reading of the _____
8. His sacrifice is offered to the Father at Mass
9. The highest form of prayer and worship

CHAPTER

21

Confession

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: John 20:19-23. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "contrition": *Sorrow for sin*. Students should write this in their religion journals.
- D. Give the definition of the word "absolution": *The forgiveness we receive from a priest in the Sacrament of Reconciliation*. Students should write this in their religion journals.
- E. On Catholic Brain, watch Video Catechism #20: [How Do I Go to Confession?](#)
- F. Using the attached worksheet, review the steps of the sacrament of Penance in their proper order.
- G. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Confession is about mercy, not judgment.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - When we go to Confession, all of our sins are forgiven
 - Confession reconciles us to God and the Church
 - Mortal sins must be forgiven in sacramental Confession
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What are the three names for the Sacrament of Confession?
 - What are the four essential parts to the sacrament?
 - Which sins cannot be forgiven in Confession?
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Put five vocabulary words on the board that are associated with this sacrament – Confession, Penance, Forgiveness, Contrition, Absolution. Assign each student one of these words and have them each draw a picture that represents it. Allow students to share their pictures and how they relate to their vocabulary word and the sacrament of Confession.
- C. Break students into groups and have them plan skits in which someone wrongs another and later “confesses” their sin. They should show some of the natural benefits of taking responsibility for faults. (Of course, in class we will focus on the supernatural benefits, which are far greater.)
- D. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will finish planning the skits they began yesterday, and perform them for the class.
- C. Students should write a letter to someone who has been away from Confession for a long time, encouraging them to go. It can be a real person they have in mind, or a hypothetical situation.
- D. Lead the students in an examination of conscience, using the attached sheet.
- E. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Steps to the Sacrament of Penance

Put the following steps to the sacrament of penance in proper number order:

- _____ Confess your sins to the priest
- _____ Answer any questions the priest may ask you
- _____ “Bless me, Father, I have sinned; it has been (how long) since my last Confession”
- _____ Thank God and do your penance
- _____ Examine your conscience
- _____ Pray the Act of Contrition and receive absolution

Key

3,
4,
2,
6,
1,
5

Examination of Conscience based on the Ten Commandments

First Commandment:

I am the Lord your God. You shall not have false gods.

Have I...

- ☐ Disobeyed the precepts of the Church?
- ☐ Treated holy things with disrespect?
- ☐ Made anything or anyone more important than God in my life?
- ☐ Prayed regularly?

Second Commandment:

You shall not take the Name of the Lord in vain.

Have I...

- ☐ Used the Name of God inappropriately?
- ☐ Knowingly watched shows, listened to music, or read things that treated God or holy things with disrespect?
- ☐ Used foul language?

Third Commandment:

Remember to keep the Lord's Day holy.

Have I...

- ☐ Missed Mass on Sundays or Holy Days through my own fault?
- ☐ Paid attention and been respectful in church?

Fourth Commandment:

Honor your father and mother.

Have I...

- ☐ Obeyed my parents?
- ☐ Talked back to, or spoken badly about, my parents?
- ☐ Obeyed my teachers?
- ☐ Set a good example for my brothers and sisters?

Fifth Commandment:

You shall not kill.

Have I...

- ☐ Intentionally hurt someone?
- ☐ Bullied or made fun of someone?
- ☐ Tried to get revenge on someone?
- ☐ Seriously risked my own safety?
- ☐ Encouraged another person to sin?

Sixth Commandment:

You shall not commit adultery.

Have I...

- ☐ Watched anything on television, the Internet, or in print that was inappropriate?
- ☐ Dressed inappropriately?

Seventh Commandment:

You shall not steal.

Have I...

- ☐ Stolen anything?
- ☐ Been generous?
- ☐ Broken anything that did not belong to me and not been willing to make amends?

Eighth Commandment:

You shall not bear false witness.

Have I...

- ☐ Lied?
- ☐ Talked about someone behind their back?
- ☐ Cheated in school?

Ninth and Tenth Commandments:

You shall not covet your neighbor's wife or husband.

You shall not covet your neighbor's things.

Have I...

- ☐ Intentionally focused on inappropriate thoughts?
- ☐ Intentionally desired something that belongs to someone else?

CHAPTER

22

Sacraments of Service

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Matthew 19:1-15. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Vocation": *A call from God*. Students should write this in their religion journals.
- D. Give the definition of the word "Discernment": *Prayerfully seeking to discover God's plan for one's life*. Students should write this in their religion journals.
- E. Give the definition of the word "Domestic Church": *A Christian family, where God is known, loved, and served, and His love is shared*. Students should write this in their religion journals.
- F. On Catholic Brain, watch Video Catechism #23: [The Game of Life](#).
- G. It is important that each person asks the question, "God, what do You want me to do?" It is especially important when it comes to our vocation, what we do with our lives – a priest, a sister, marriage, the single life, etc. We must believe that God's plan is the best plan.

Students should compose a prayer asking God what He wants them to do, to help them know their vocation. Pray the prayer often.

- H. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
God has a plan for you.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God knows you, and He loves you
 - Catholic marriages should be images of the union of Christ and the Church
 - Men called to the Sacrament of Holy Orders continue Christ's ministry through His Church
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What are the three levels of Holy Orders?
 - What three vows do consecrated religious make?
 - What are the purposes of marriage?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How are the sacraments of Holy Matrimony and Holy Orders directed to the good of others?
 - How can we help our families become domestic churches?
 - Why is it so important to pray for our priests?
- C. On Catholic Brain, watch Video Catechism #24: [Chris Padgett Talks about Marriage](#)
- D. Students: Write a recipe for a successful marriage. Imagine you are a baker creating a recipe, but instead of making a cake, you are making a marriage. For example, instead of flour, you might add three cups of patience. Get creative!
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How can we hear God's call?
 - What sometimes keeps people from following God's call?
 - What are the purposes of marriage?
 - In what ways does our culture recognize and honor God's plan for marriage and the family?
 - How does our culture stray from God's plan? What can we do about it?
 - What does our culture think about priesthood? Celibacy?
 - Do most Catholics understand or consider religious vocations?
- C. There are a few options for an activity today:
 - If you can, invite a priest to your class. Ask him to share his vocation story and answer questions from the students.
 - The USCCB has produced a vocations video about the priesthood called "Fishers of Men." You can get a DVD or find it on Youtube. It runs about 18 minutes. It is very good, but you will need to preview it to see if it is appropriate for the age group of your class.
 - Students can write thank you letters to their pastor or some other priest at their parish, or school, or who they know. Priests work very hard and are often not appreciated. Have them illustrate the card, too, and then make sure they are delivered to the priests.
- D. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

23

Life in the Spirit

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Romans 8:1-17. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Justification": *The transforming of a person from a state of unrighteousness to a state of holiness and sonship of God; called "the most excellent work of God's mercy."* Students should write this in their religion journals.
- D. Give the definition of the word "Faith": *The theological virtue by which we believe in God and everything He has revealed to us.* Students should write this in their religion journals.
- E. Begin by considering, "What makes a good person?" or, "What makes a good Catholic?" Brainstorm some words on the board. Most of the words they will come up with are what we call "virtues." There are many virtues, but there are seven major virtues, that other virtues come from, which we need to live holy lives and be faithful to God.
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
We are all called to be saints.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - We must cultivate virtue
 - We must be people of prayer and the sacraments
 - Faith is a gift from God that we must nurture
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What is a spiritual director?
 - What is justification?
 - What is sanctification?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is discernment so important?
 - Fortitude is necessary for the practice of every other virtue. Why is that?
 - Justification (review definition) is the most excellent work of God's mercy. What does that mean? Why is that?
- C. Do the attached crossword about justification, faith, and virtue.
- D. Close the period with prayer.

Life in the Spirit Crossword Answer Key

Down:

1. Sanctification
2. Virtues
3. Vocation
4. Justification
5. Sunday

Across:

1. Confession
2. Prayer
3. Sacraments
4. Faith
5. Bible

DAY 4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Show the students pictures from magazine advertisements. Ask them what each advertisement is suggesting about the purpose of Man's existence. In general, what do these advertisements want us to believe is the meaning of life? Is their voice speaking the truth? Does this sound like God's vision of the purpose for Man's existence?
- C. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What specific habits can you adopt to help you live more fully in the Spirit of God?
 - How is our salvation a free gift from God?
 - How must we participate in that gift?
 - Many people presume on God's mercy. (They do not care about sin because they figure God will forgive them no matter what.) Why is that so dangerous?
 - The opposite is despair. (The idea that they are unforgiveable.) Why is that so dangerous?
 - In what ways does our culture support our lives as Christians? How does it oppose us?
 - When are you tempted to compromise?
- D. Close the period with prayer

DAY 5

I. Objective:

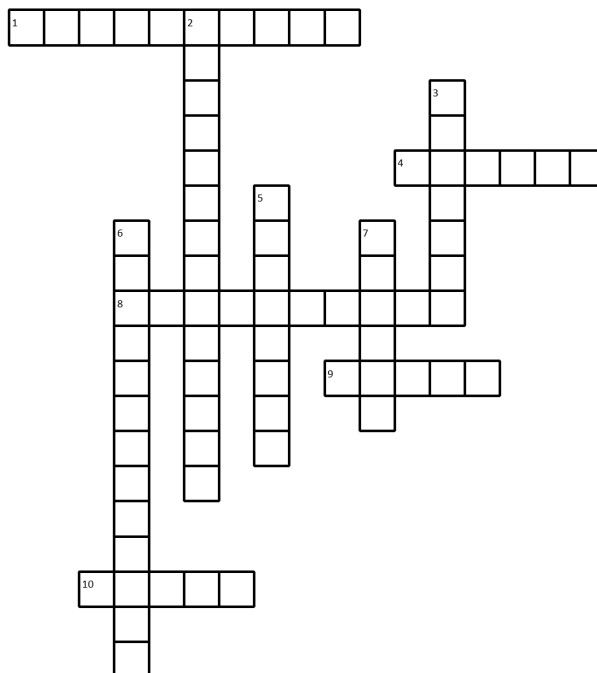
Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Life in the Spirit



Down:

2. Process of our growing in holiness
3. Holy habits that help us do good
5. God's call for you
6. Transforming a person from unrighteousness to holiness as a child of God
7. Day of the week we must attend Mass

Across:

1. We must receive God's forgiveness in sacramental _____
4. We can grow holy through daily _____
8. Seven encounters with Christ through which we receive divine life
9. Theological virtue that allows us to believe in God
10. Sacred Scripture

CHAPTER

24

The Ten Commandments

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. On the board, tap into background knowledge. Ask the class to try to name the Ten Commandments. See how many they can identify and try to put them in order.
- C. Read with the class, from the Bible: Exodus 20:1-17. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- D. Give the definition of the word "theological virtues": *Three virtues – faith, hope, charity – directed to God and given to us by God.* Students should write this in their religion journals.
- E. Give the definition of the word "covet": *To desire to possess something that belongs to someone else.* Students should write this in their religion journals.
- F. Give the definition of the word "envy": *Sorrow at another's good; one of the "seven deadly sins."* Students should write this in their religion journals.
- G. On Catholic Brain, watch the Catholic Brain Youth Video #27: [Why Did God Give Us the Ten Commandments?](#)
- H. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

God's commandments bring us freedom

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The first three Commandments govern our relationship with God
 - The last seven Commandments govern our relationship with others
 - God calls us to be pure in our thoughts, our words, and our actions
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - Who did God give the Ten Commandments to?
 - What are the theological virtues?
 - Why is Sunday the Lord's Day?
- F. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How do the Ten Commandments strengthen our relationship with God and others?
 - How can we keep the Lord's Day holy?
 - Why do you think God commands us not to covet?
- C. Read the following Scripture passages and discuss whether the characters kept or broke the First Commandment:
 - Daniel 3:14-18
 - Matthew 19:16-22
 - 2 Maccabees 6:18-28
 - Matthew 26:14-16
 - Acts 5:27-32
- D. Read the following two stories from the Bible. Both show how coveting, as forbidden in the ninth and tenth Commandments, besides being sins in themselves, led to greater sins. After reading the passage, in which the coveting occurs, ask the students how they predict the story will end. Then reveal to them what really did happen.
 - 2 Samuel 11:1-3 – David covets Bathsheba, the wife of Uriah. It leads to his causing her husband to be killed in battle, and taking her for his own. (It is important to note the depth of David's repentance for this sin, and that God forgave him.)
 - 1 Kings 21:1-7 – The king wants Naboth's vineyard. When Naboth refuses to sell it, the king is distraught because he wants it. This leads to Naboth being falsely accused of a crime and executed, so the king could take his vineyard.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Bring in some pre-viewed newspapers or magazines, especially ads. Consider whether the advertiser is using the Commandments to try to sell things. Specifically, do the ads make virtue attractive, or are they tapping into concupiscence in order to try to sell products and services?
- C. God's Name is holy. But in our culture, it is often thrown around casually, or worse. Even though in the Our Father, we say, "hallowed by thy name," we can easily forget it. Using the attached sheet, look at the different ways God's Name is often used, and consider which are appropriate, and which are not.
- D. Make a Sunday schedule. Think about your Sundays, and plan a detailed schedule that will allow your family to make it a holy day. Make it practical for your family to accomplish. Be sure to include Mass, and to avoid unnecessary servile work. Think about what else you can add – maybe family prayer, or recreation, or service. Show your schedule to your family and ask them to adopt it on an upcoming Sunday.
- E. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

The Name of God

Mark each of the following scenarios as either “appropriate” or “inappropriate”:

1) In religion class, the Name of God is used repeatedly in order to teach students about Him.

2) When Mark sees something amazing, he responds, “Oh my God!”

3) Barry hit his finger with a hammer, and shouted out the Name of Jesus in frustration.

4) In philosophical discussions, Julie talks about God, using His Name.

5) We say God’s Name often in prayer.

The key is, if we are talking respectfully about God or to God when we say His Name, it is appropriate; saying it casually, in frustration, or disrespectfully, is not.

Key

1) Appropriate

2) Inappropriate

3) Inappropriate

4) Appropriate

5) Appropriate

CHAPTER

25

The Beatitudes

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Matthew 5:3-12. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Go through each of the eight Beatitudes and brainstorm: What do they mean? How must we apply them to our lives?
- D. On Catholic Brain, watch Video Catechism #32: [The Beatitudes](#)
- E. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The Beatitudes are a map to holiness and happiness.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Beatitudes teach us how to be saints
 - The Beatitudes help us order our lives properly
 - Each Beatitude comes with a promise, fulfilled on earth, but perfectly fulfilled in Heaven
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following question about the chapter:
 - When did Jesus teach the Beatitudes?
- F. Students can do the attached Beatitudes worksheet individually or with a partner, and then discuss as a class.
- G. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following question. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How do the Beatitudes build on the Ten Commandments?
- C. Students can make posters about the Beatitudes. Each group can be assigned a Beatitude, and make a poster that demonstrates and explains it. They can present their posters to the class, and put them up as bulletin board material, if you choose.
- D. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Focus on each Beatitude.
 - What does it mean?
 - What challenges do we face putting it into practice?
 - How can we better live each Beatitude?
- C. Ask students to imagine themselves in 20 years. What are they like? What do they want to be like? Have them reflect, and then write a description of what kind of person they want to be in 20 years. They should not describe what kind of job they have, or what kind of house or car. They should focus on spiritual things, on their personality. Begin by reviewing the Beatitudes with them, so they can think along those lines. Encourage them to be specific. If there is time, students may share, but because this may be personal, reassure them that they will not be required to share.
- D. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Beatitudes Worksheet

- 1)_____ Blessed are the poor in spirit
- 2)_____ Blessed are they who mourn
- 3)_____ Blessed are the meek
- 4)_____ Blessed are they who hunger and thirst for righteousness
- 5)_____ Blessed are the merciful
- 6)_____ Blessed are the clean of heart
- 7)_____ Blessed are the peacemakers
- 8)_____ Blessed are those who are persecuted for the sake of the Gospel

- A. Those who are humble and are willing to accept less for the benefit of others
- B. Those who suffer for the sake of love; they are saddened by sin
- C. Those who deeply desire what is good and right
- D. Those who are pure in body and intention; they single-mindedly seek God
- E. Those who are not attached to material things; they would rather lose everything they have than God
- F. Those who do not seek revenge, but promote reconciliation
- G. Those who are willing to suffer for what is right
- H. Those who reach out to those in need and forgive injuries

Answer Key

- | | | |
|------|------|------|
| 1) E | 4) C | 7) F |
| 2) B | 5) H | 8) G |
| 3) A | 6) D | |

CHAPTER

26

The Works of Mercy

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Matthew 25:31-46. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Mercy": *Reaching out in love to help someone in need; also forgiveness*. Students should write this in their religion journals.
- D. On Catholic Brain, watch Video Catechism #50: [Beginning of Holiness](#)
- E. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
We are called to reach out in mercy to those in need.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Corporal Works of Mercy address people's physical needs
 - The Spiritual Works of Mercy address people's spiritual needs
 - Doing works of mercy should begin in our own communities and extend outward
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - Which Works of Mercy can be found in the Bible?
 - How many of the Works of Mercy can you list by memory?
 - Look up the rest and complete your list.
- F. For homework, students should do the challenge: Research ways in your local community that you can perform Works of Mercy.
- G. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - C. Why does Jesus take the Works of Mercy so seriously?
 - D. Why are the Spiritual Works of Mercy even more important than the Corporal?
 - E. Which Works of Mercy do you think are the hardest? Why?
 - Students can make posters about the Works of Mercy. Each group can be assigned one or two Works of Mercy, and make a poster that demonstrates and explains them. They can present their posters to the class and put them up as bulletin board material, if you choose.
- F. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students should finish their Works of Mercy posters and present them to the rest of the class.
- C. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
- D. Go through each Work of Mercy and discuss how you can put it into practice
- E. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 26 Pretest

How many days after Easter was Pentecost?

Who came to the Church at Pentecost?

What miracle occurred when the Apostles preached to the people on Pentecost?

How many people were baptized on Pentecost, when Peter spoke to the crowd?

What is Mary's Assumption?

The Holy Spirit in Scripture

What does each passage teach us about the Holy Spirit?

Acts 13:1-3

Acts 8:14-17

John 20:19-23

John 14:25-26

Luke 1:26-35

Mark 13:9-11

Wisdom 9:16-17

Romans 5:3-5

1 Corinthians 6:19-20

2 Peter 1:20-21

Acts 7:51

CHAPTER

27

Theology of the Body

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: 1 Corinthians 6:18-20. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Chastity": *The use of our sexuality according to God's plan and design*. Students should write this in their religion journals.
- D. Give the definition of the word "Celibacy": *In religious terms, the promise to remain unmarried for the sake of the Kingdom of God*. Students should write this in their religion journals.
- E. On the board, make a T-chart comparing attitudes about sexuality: Consider television and movies, music, the Internet and social media; compare and contrast those attitudes to what we learn from God about sexuality
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Human sexuality is sacred, when we use it according to God's plan.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Engaging in sexual acts outside of marriage is always gravely sinful
 - God invites us to cooperate with Him in the creation of His children
 - Everyone is called to the virtue of chastity
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - Who introduced the phrase "theology of the body"?
 - What are the two purposes of the marital act?
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. In groups, students will plan and then perform skits / role playing: Situations with young people dating – acting with respect as a young Catholic should, contrasted with acting without respect
- C. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What is the difference between love and lust?
 - How does our culture support our Catholic values in this area? How does it undermine them?
 - How much do you think this has changed in the last generation or so? Why?
 - How often is sex portrayed on television? How is it portrayed? Why?
 - What do you think are prevailing attitudes about this topic among people your age?
 - Why are chastity and purity so important for our holiness and relationships?
 - Is there any understanding among most people that the marital act is supposed to be sacred?
 - If the Church teaches that, why do most people not know it?
- C. Encourage students to take up the challenge: Pray for your future spouse.
- D. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

28

Right to Life

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Jeremiah 1:4-8. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Abortion": *The killing of an unborn child*. Students should write this in their religion journals.
- D. Give the definition of the word "Euthanasia": *The taking of a person's life in order to end their suffering*. Though it may sometimes be well-intentioned, it is intrinsically evil. Students should write this in their religion journals.
- E. On Catholic Brain, watch Video Catechism #36: [Being Pro-Life](#)
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.
- G. Homework: Learn about an organization in your area that defends human life and dignity. Find out possible ways you can support what they do.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Every human life is sacred
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Catholics must be pro-life
 - Every human being has equal dignity
 - All sins can be forgiven
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - When can we morally take an innocent human life?
 - May we do something evil if we hope that something good will come from it?
 - List some groups of people that our society treats as having less dignity than others.
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Allow students to share the results of their homework: What are some local organizations that students and families can support that protect and defend the dignity of all human life?
- C. Watch the video representation of human life in the womb:
<https://www.youtube.com/watch?v=S-lQOooYAs8>
- D. Working in groups, students can create pro-life posters that can be displayed at the school or parish.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What are some specific things we can do to promote the right to life in our communities?
 - What are some offenses against human life and dignity that were not mentioned in this chapter?
 - How will recognizing every person's dignity affect the way we treat each other?
 - Why is abortion wrong?
 - Why is euthanasia wrong?
 - Why must we respect the human dignity even of convicted murderers?
 - St. John Paul II warned that we have embraced a culture of death. What do you think he meant?
 - Why has our culture accepted such things? What can we do about it?
 - What makes your life valuable to God?
 - Evaluate the Church's voice on these issues.
- C. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

29

Social Justice

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Isaiah 58:6-11. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Social Justice": *The creation of just societies in which all people's rights and dignity are upheld.* Students should write this in their religion journals.
- D. Give the definition of the word "solidarity": *The social justice principle by which we recognize that we are brothers and sisters and must help one another.* Students should write this in their religion journals.
- E. On Catholic Brain, watch the Catholic Brain Youth Video #17: [What Does the Church Teach about Social Justice?](#)
- F. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
We are called to build just societies
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The laws of a society should be in harmony with the laws of God
 - Our society should help us be virtuous and attain union with God
 - All people have the right to a dignified life and to worship God
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
- F. List the eight social justice principles from this chapter, with a one-sentence definition of each
- G. Close the period with prayer

DAY 3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why do you think social justice is important to God?
 - Why do we need the Gospel and the voice of the Church to create just societies?
 - How can the media present opportunities and challenges for social justice?
- C. Bring a newspaper to class. Have students get into groups or work with partners and look through the different sections of the paper. Ask them to identify stories or issues in which Catholic social justice principles are properly applied. Have them look for articles that tell about when they are not followed. Share what you find with the whole class at the end.
- D. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. On Catholic Brain, watch Video Catechism #34: [The Comfortable Couch](#)
- C. Which character do you most relate to?
- D. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What social justice principles does our society put into practice well?
 - Which does it not do well?
 - What are some specific things you can do to advance social justice principles in your community?
 - What things keep us from getting involved?
 - We live in pluralistic societies; that does not excuse us from creating just societies according to God's laws. How do we do that?
 - One of our founding fathers said, "America is based on the Gospel of Jesus Christ, and it is a safe place for people of all religions because it is based on the Gospel." What did he mean? Why have we gotten away from that?
 - What are the benefits of working for social justice on a local level versus on a national level?
- E. Do some research. Learn about one of your government representatives. It can be someone in local government, state government, or national government. Learn about his or her voting record. If you have a concern, express that concern by writing a letter to his or her office.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

30

Prayer

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Matthew 6:25-33. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "contemplation": *A kind of mental prayer in which we rest in the presence of God so we can love Him more deeply. St. Teresa of Avila called it, "a close sharing between friends; it means taking time frequently to be alone with Him who we know loves us."* Students should write this in their religion journals.
- D. On Catholic Brain, watch the Catholic Brain Youth Video #5: [How Do I Develop a Relationship with Christ?](#)
- E. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
We must pray every day
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Our spiritual life withers without prayer
 - God's grace gives power to our prayers and sacrifices
 - There are many authentic ways to pray
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Students should answer the following questions about the chapter:
 - What did St. Pio say was the worst evil in the world?
 - What is the difference between vocal prayer and mental prayer?
 - What is liturgical prayer?
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is it impossible to be a faithful Catholic without prayer?
 - How can scripted prayers like the Hail Mary and Our Father deepen our prayer lives?
 - What did Jesus teach us by giving us the Our Father?
- C. On Catholic Brain, watch the Catholic Brain Youth Video #40: [Why Should I Pray?](#)
- D. The activity sheets have broken the Our Father into nine parts. The sheets will be distributed among the students, and they should draw an image representing their section of the Our Father. When everyone has finished, it should be a beautiful visual representation of this beautiful prayer.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. On Catholic Brain, watch Video Catechism #42: Judgmental Moose – Sloth
- C. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why is prayer so essential?
 - What are some reasons people don't pray?
 - How can prayer change the world?
 - What are some ways you like to pray?
 - What are some new forms of prayer you would like to try?
 - When do people begin to pray?
 - Consider and discuss the quotes of saints about prayer from the chapter:
- D. St. Pio on the greatest evil in the world: "Man's lack of prayer"
 - » St. Alphonsus Liguori: "Those who pray are certainly saved; those who do not pray are certainly lost."
 - » St. Augustine's comment that when we sing, we pray twice
 - » St. Ambrose: that we should read the Scriptures frequently and "remember that prayer should accompany the reading of sacred Scripture so that a dialogue takes place between God and man."
 - » Mary telling St. Dominic that the Rosary is "the weapon that God will use to reform the world."
- E. On Catholic Brain, watch Video Catechism #50 (again): [Beginning of Holiness](#)
- F. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

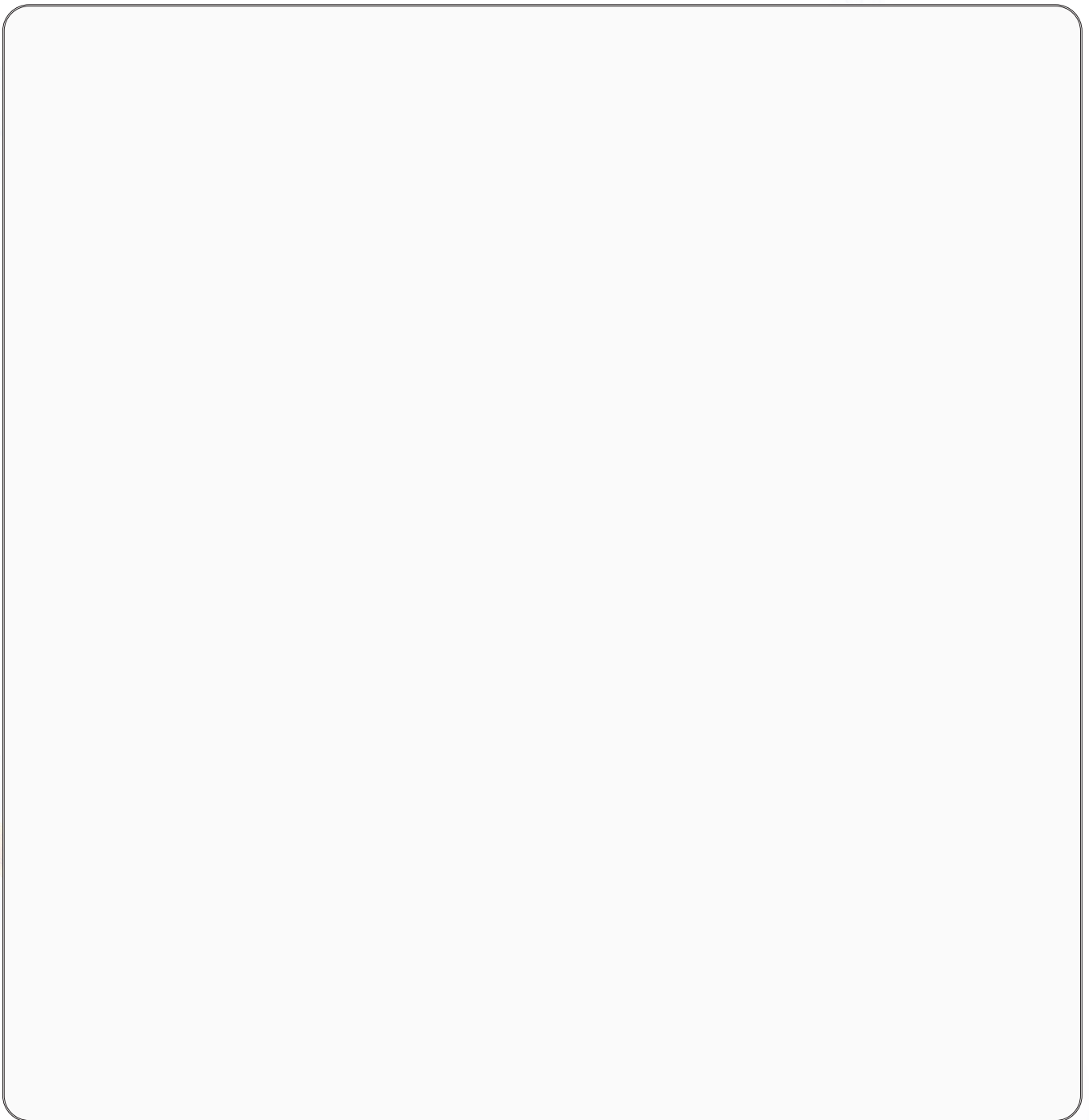
II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Using some of the comprehension check and expansion questions at the end of the chapter, administer an assessment for this week
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

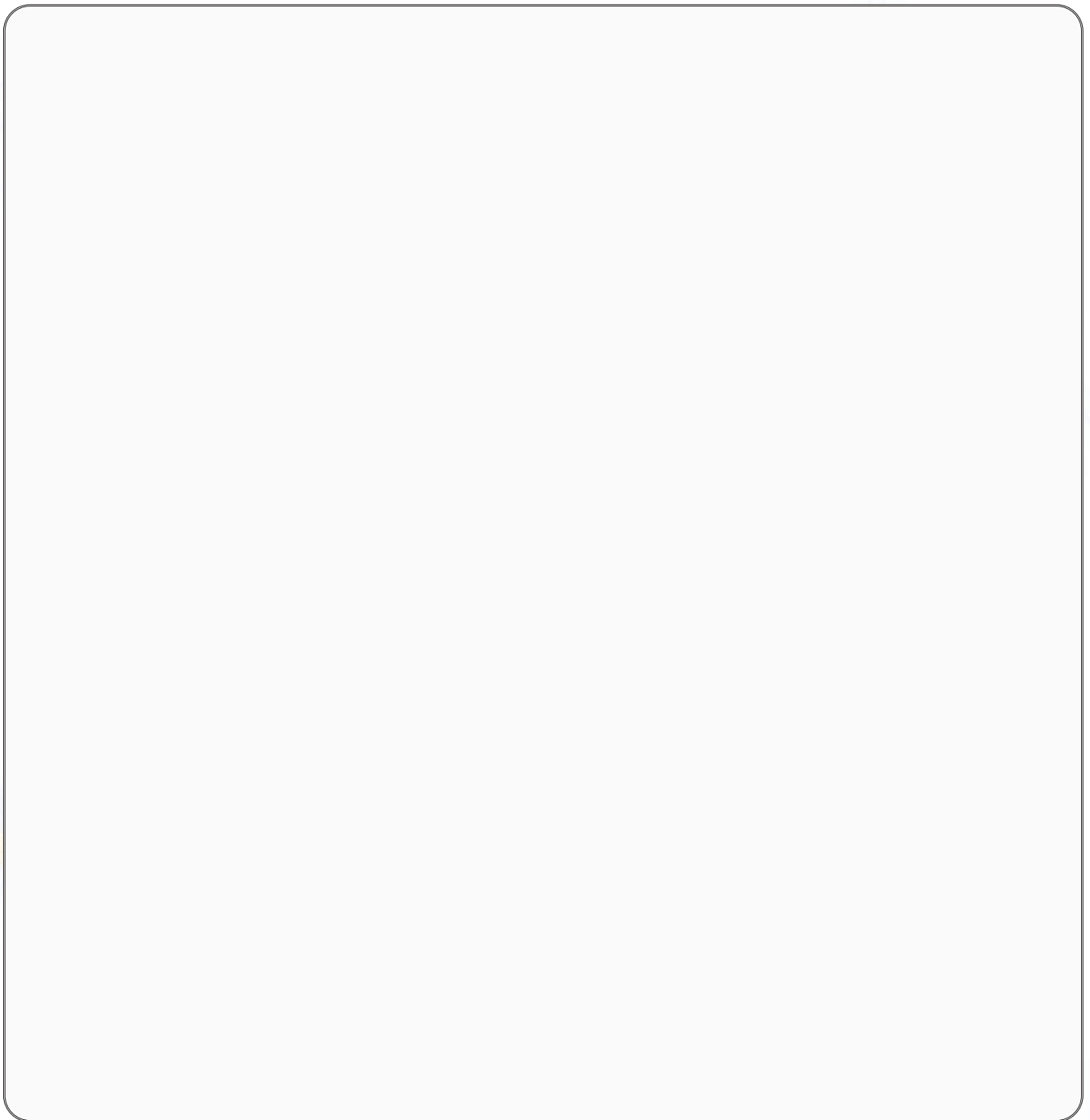
Our Father, who art in Heaven

Hallowed be thy Name

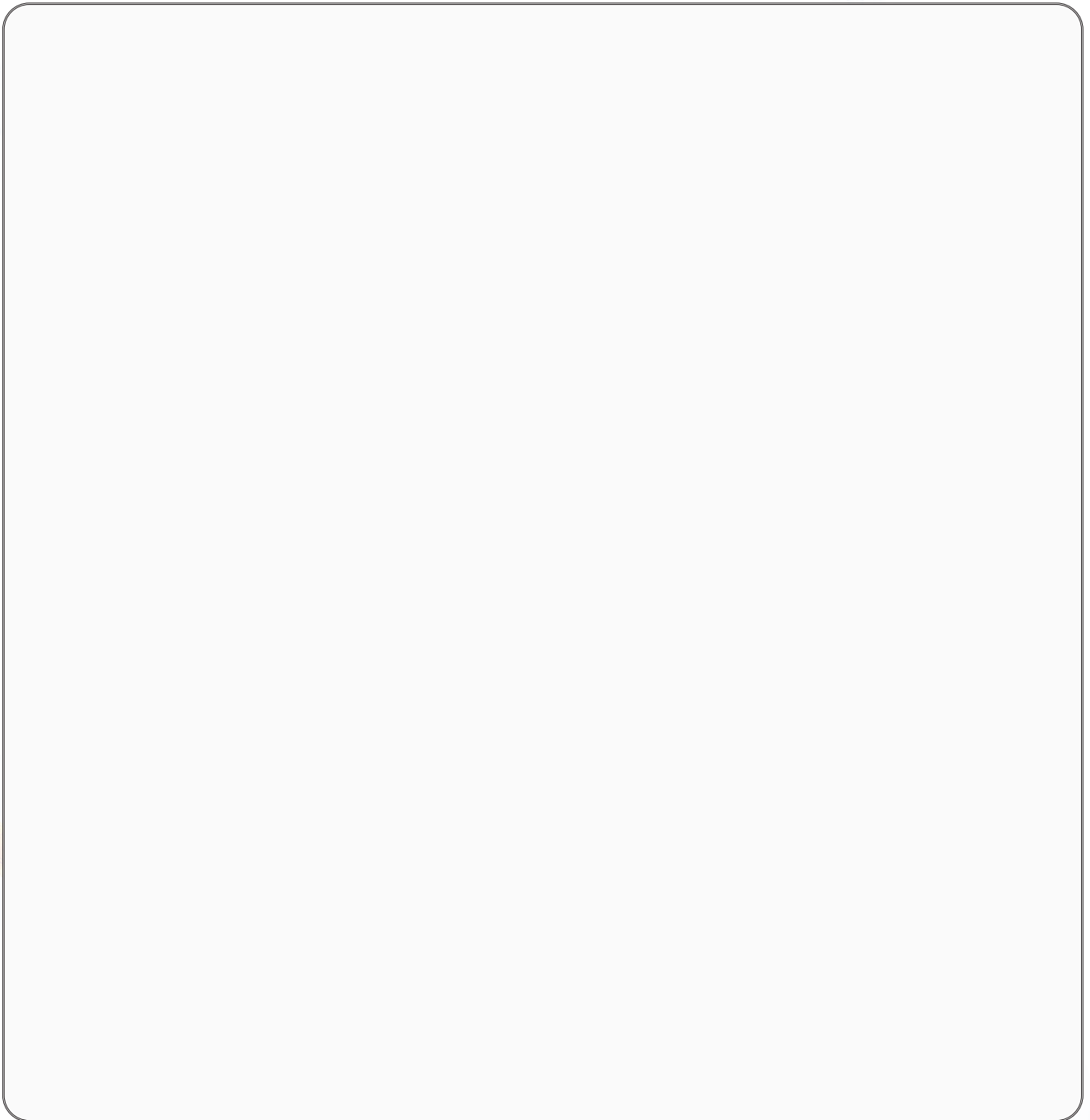
Thy Kingdom come

A large, empty rectangular box with rounded corners, intended for writing or drawing. The box is light gray and occupies the central portion of the page. The background of the entire page is white, decorated with faint, stylized daisy flowers in the corners and along the sides.

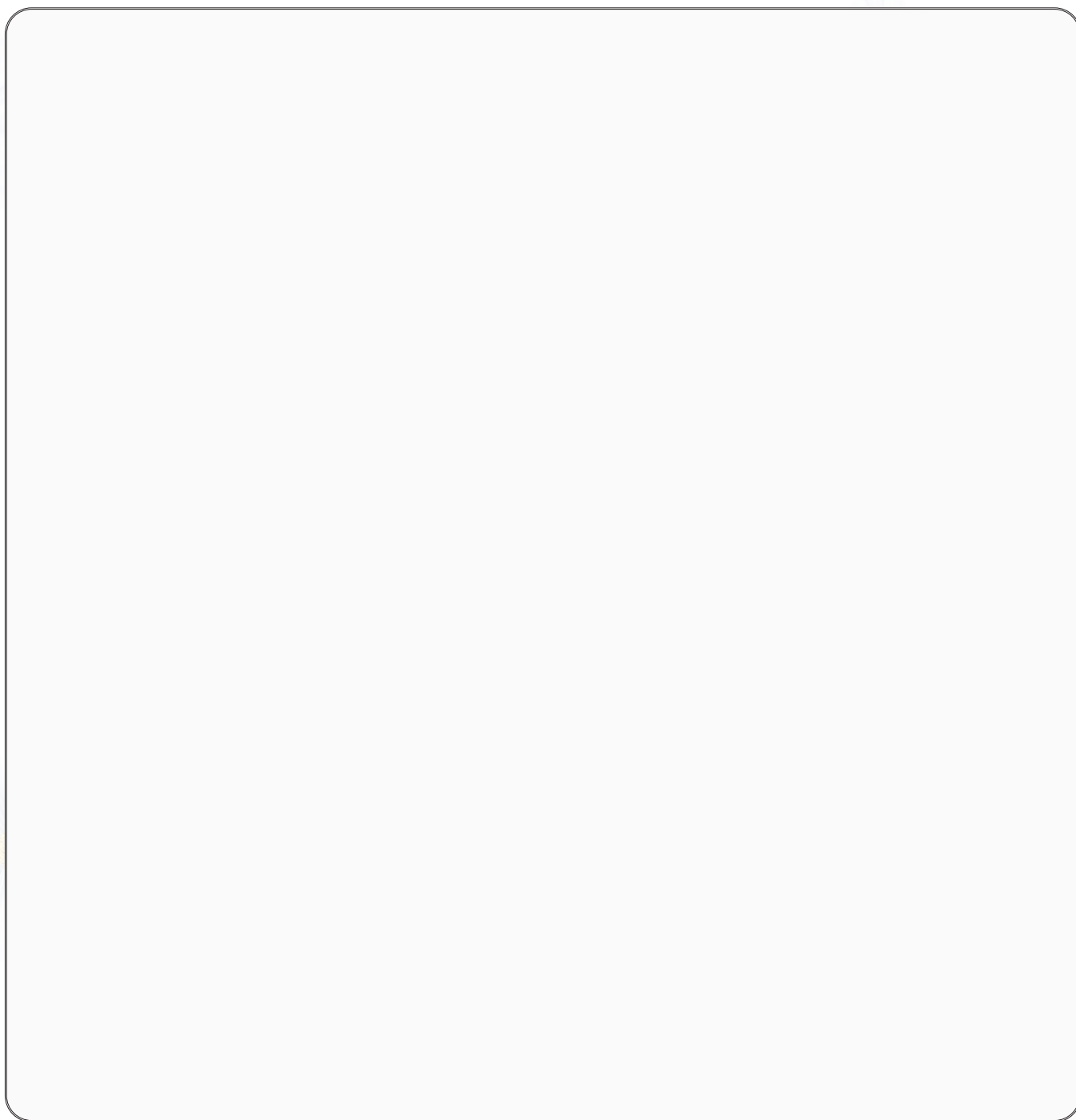
Thy will be done, on earth as it is in Heaven



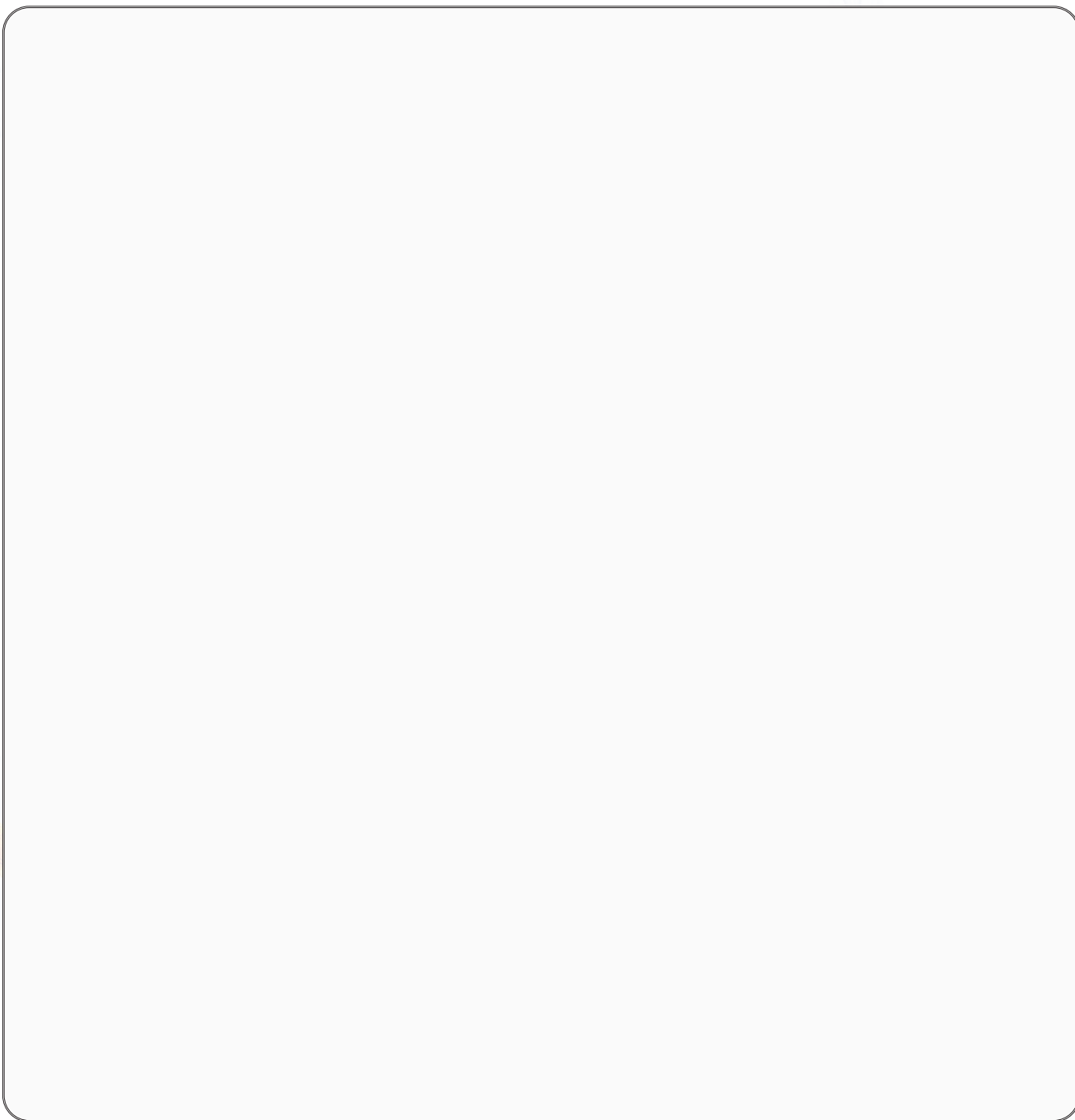
Give us this day our daily bread



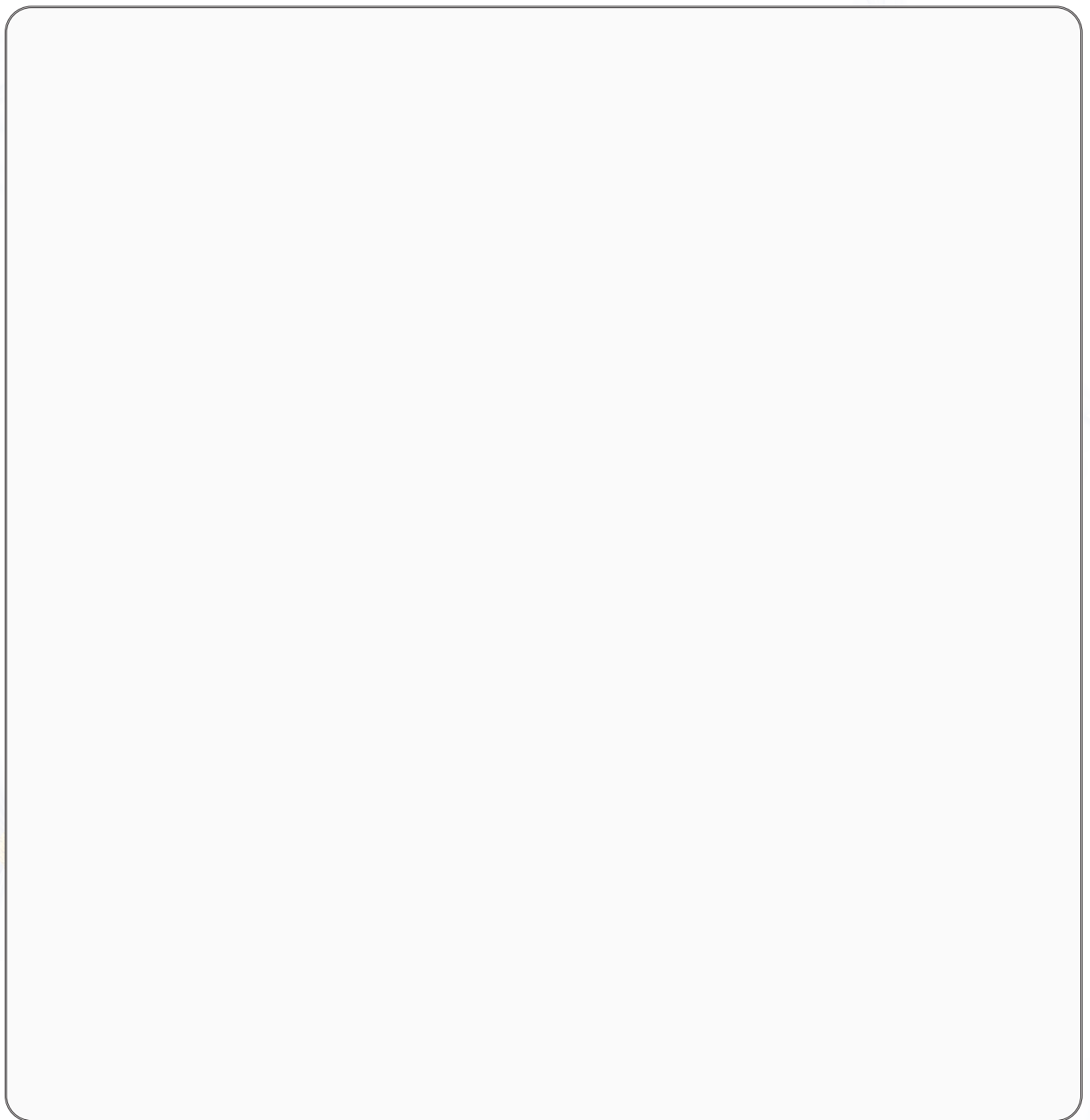
And forgive us our trespasses



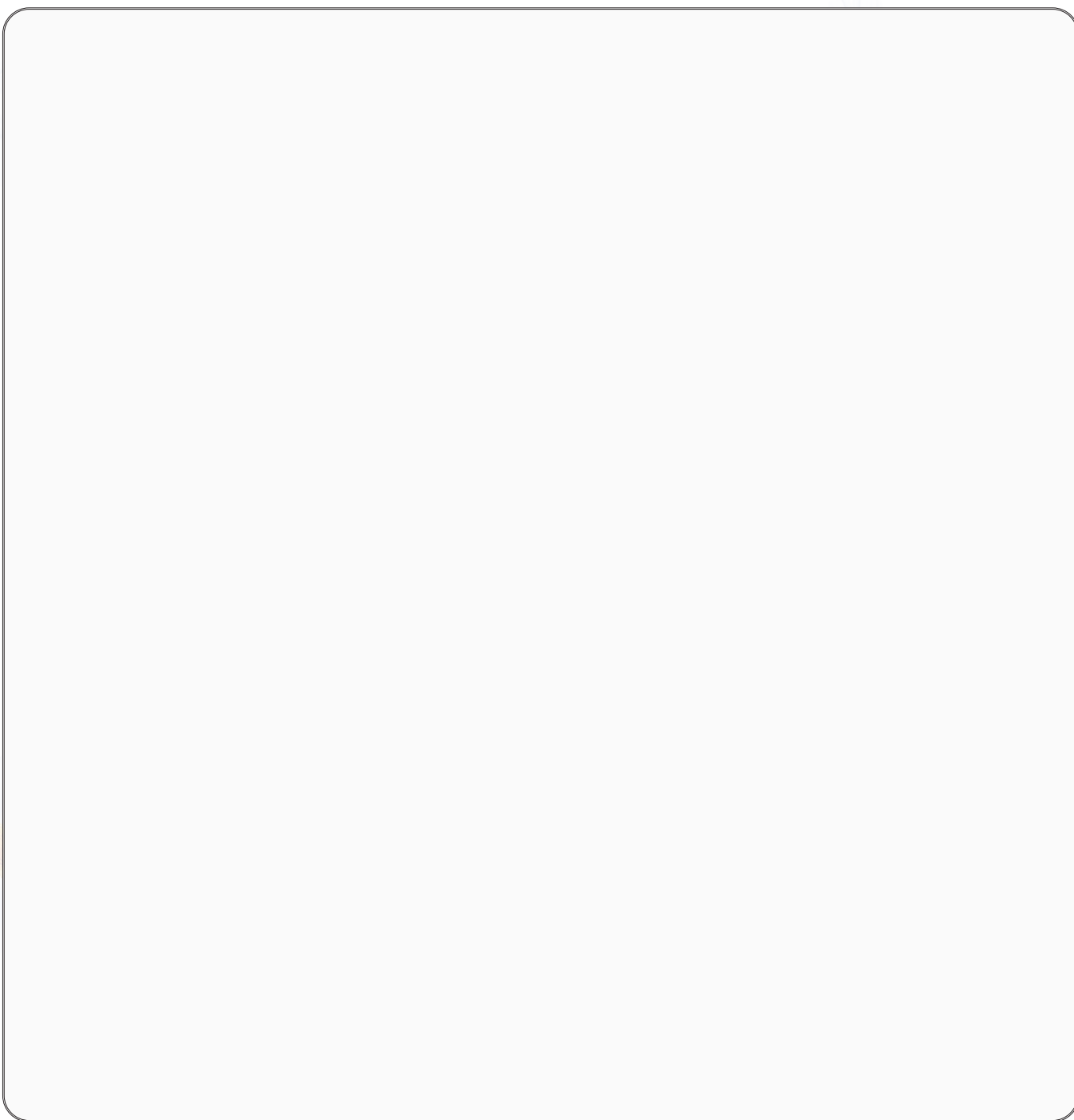
As we forgive those who trespass against us



Lead us not into temptation



But deliver us from evil. Amen.



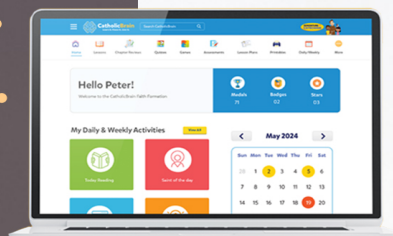
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