### Grade 7
#### Lesson 1: The Trinity
Unite One: Knowledge of the Faith

**Scripture:**
Matthew 3:16-17

**Objective:**
A greater understanding of the Trinity, and a growing ability to explain the Trinity to others and deepen their prayer.

**Curriculum section:**
Unit One: pages 2-4

**Textbook section:**
*The Catholic Faith Handbook for Youth*
Chapter 4, pages 41-43

**Needed Materials:**
- Class set of *The Catholic Faith Handbook for Youth*
- Chalkboard or chart paper available
- Three pieces of construction paper or large note cards
- Three copies of the *Catechism of the Catholic Church*
- Three Bibles
- Three copies of the Nicene Creed (page 10)
- A copy of El Greco’s *The Holy Trinity* (page 12) or other artwork of The Trinity
- Blank white paper (enough for each student)*
- Coloring instruments*
*only needed for optional activities

There are several parts to this lesson plan. However, you do not have to use all of it. It can be arranged to fit your schedule, class time length, resources, and kids!

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Prayer

As always, we begin with prayer. Many classes have their own special tradition of beginning with intercessions or a particular prayer of the Church. Even if you already have this wonderful foundation, you may want to incorporate an aspect of the lesson’s subject matter in order to set the stage for the lesson. Here are some suggestions for this particular lesson:

Option #1 (5 minutes)

- This is a very simple, yet beautiful, Prayer to the Trinity that can be done as a call and response. You may also want to repeat the prayer three times to allow it to sink in.

  Leader: Father almighty, maker of heaven and earth:
  All: Set up your kingdom in our midst.

  Leader: Lord Jesus Christ, Son of the living God:
  All: Have mercy on me, a sinner.

  Leader: Holy Spirit, breath of the living God:
  All: Renew us and all the world.

Option #2 (5 minutes)

- Have a volunteer read John 14:15-21, followed by a brief moment of silent reflection. Sometimes it is helpful to have the youth say a word or phrase during the moment of reflection that especially stuck out in their minds as the passage was read.
Opening Activities
Use as many or as few of these activities as time and resources allow

Option #1 (5 minutes)

- Getting into Mystery
  - Go through a couple brain-teasers with the students. Allow them to try to figure them out and have some fun with it!

  - The Green Glass Door (a Sample Brain-teaser that you may want to use)
    - We are going on a pretend trip. However, in order to get where we are going, we must go through the “green glass door,” and we are only allowed to bring very particular things through the green glass door. For instance:
      - We can bring apples, but we can’t bring fruit.
      - We can bring grass, but we can’t bring leaves.
      - We can bring green, but we can’t bring red.
    - The answer is that you can only bring items that have double letters in the word.
    - Allow the students to make guesses until someone figures it out or until you run out of time.

  - Also, ask if they have ever seen a movie or read a book that was suspenseful and mysterious. Allow them to list a few.

  - Point out to them that things like riddles and mystery novels are often fun because of the fact that they are mysterious. Mystery is not always a bad thing. One of the greatest mysteries of our faith is the Trinity. Explain to the students that while the Trinity is a mystery God has revealed something for us to know about the Trinity, such as: there are three persons. Even though we won’t be able to understand it until we are in heaven with God, sometimes the fact that it is mysterious means that it is better able to engage us.
Option #2 (5 minutes)

Jack of All Trades

- Talk to the students about how you, although you are one person, are called by many different titles and do many different things (teacher, spouse, parent, etc.)
- Have the students try to think of as many different titles for themselves as they can. Make a little competition out of it: who can think of the most!
- Point out to them that the Trinity, although one God, comes to us as three distinct Persons. This is similar to how, though they are one person, they have many different roles/titles. You may want to later clarify that this analogy is not perfect in that the Trinity’s main distinction is found within their relationship to one another – not necessarily within their differences in roles. However, this analogy can still be helpful to begin with.
The Content
(45 minutes total)

- Previous Knowledge: Ask them what they already know. What is the Trinity? Has anyone ever explained to you what it is? What did they say? Does it confuse you? What questions do you still have?

- Go to the Text –
  - As a class, read the section entitled “The Trinity: One God, Three Persons” on pages 41-43 in The Catholic Faith Handbook for Youth.
  - As you read, stop and ask questions to check their understanding. Some important questions that would stress the points in the curriculum would be:
    - Do we believe in one God or three gods?
    - Is the Trinity fully one?
    - Are the three persons distinct from one another?
    - Is each person of the Trinity fully God?
    - Do the three persons of the Trinity just represent different actions/roles of God, or are they actually three different persons within one unity?
      - (Use the curriculum as a resource for clarification. It explains the main points about the Trinity that are most important for the students to learn.)

- Trinitarian Stations
  - Now it is time for the students to do some exploration of the Church’s tradition in order to learn more about the different Persons of the Trinity.
  - Divide the class into three groups – one group will focus on the Father, one on the Son, and one on the Holy Spirit. Each group will need a copy of the Nicene Creed (page 10), a Bible, and a Catechism of the Catholic Church.
  - Each group will also need a piece of construction paper or a large index card with scripture references and catechism references that will help them in their research of their particular Person of the Trinity.
- Father reference card  
  Sacred Scripture: Acts 17:26-28; Matthew 28:19; Mark 14:36; John 1:14; John 3:35; Romans 8:15  
  *Catechism of the Catholic Church:* 238, 239, 240

- Son reference card  
  Sacred Scripture: Matthew 3:16-17; Matthew 16:15-17; Matthew 28:19; Galatians 4:7; Mark 10:13-16; Colossians 1:15-20  
  *Catechism of the Catholic Church:* 422, 430, 517

- Holy Spirit reference card  
  *Catechism of the Catholic Church:* 243, 687, 731, 1831-1832

- Write the following questions on the board, and tell them that their group’s job is to try to find the answers to these questions about their Person of the Trinity. Let them know that they will be asked to share some of their discoveries with the rest of the class.
  - *What are some characteristics of your Person of the Trinity?*
  - *Does your Person of the Trinity show divine characteristics such as loving, eternal, just, etc.?*
  - *What are some roles of your Person of the Trinity?*
  - *How is your Person related to the other Persons of the Trinity?*

- While they work, you can walk around helping them look up references, notice important information, answer questions, etc. Don’t worry if they are not answering all the questions or able to look through all of the material because you will help them fill in the blanks during the next activity.

- *Trinitarian Graphic Organizer*
  - Once they have had some time to look through their resources and try to find characteristics of their Person of the Trinity, bring their attention back together. It is now time for them to share the information they found.
• On the board or on a piece of chart paper, draw the Trinitarian graphic organizer (see example on page 11).

• Go around to the different groups and ask them to share information about their Person of the Trinity. As they share information, write key words and phrases into the appropriate places on the chart.

• Here are a few points that you will want to focus on:
  - What characteristics do all Persons of the Trinity share? Try to help them see how all of the Persons have divine attributes such as being loving, just, eternal, etc.
  
  - What makes the three persons of the Trinity distinct? While their roles/actions do differ, also try to focus on how they differ by their relationship to another (for example: The Son is the son of the Father. The Father is definitely not a son. This makes them entirely distinct)

  ❖ Questions anyone? Allow the students an opportunity to ask questions. Please remind them that the Trinity is a Mystery of our faith, so it’s okay if they do not totally understand! However, having faith will help us all grow in understanding.
Review
(10 minutes)
Before the Closing activity, it is necessary to explicitly list the seven main points that were discussed during the lesson. The students can write these points down in their notebook that they will use for review. After going over these points, you can also have them write a summary of the lesson in their own words.

Today’s Top Seven:

- The Trinity is one God in three fully united and fully distinct Persons.

- The three Persons of the Trinity are the Father, the Son, and Holy Spirit.

- The Trinity is a mystery of faith which a person will never fully understand.

- God is the Father of Jesus Christ and the Holy Spirit eternally proceeds from the Father and the Son.

- God the Father sent Jesus to earth, becoming a human person, born of Mary.

- Each of the Divine Persons is God wholly and entirely: all three share the same attributes (for example: all-loving, eternal, just, etc.).

- St. Patrick taught the people of Ireland the mystery of the Trinity by using a shamrock.


**Closing Activities**
*Use as many or as few of these activities as time and resources allow*

**Option #1 (20 minutes)**

- **The Trinity in Art**
  - Show the students a piece of art that depicts the Trinity (*The Holy Trinity* by El Greco is a good option – see page 12). With the students, point how the artist tried to depict characteristics of the Trinity (in its unity and in its differences).
  - Ask the students to draw their own piece of art depicting either the Trinity or a particular Person of the Trinity.

**Option #1 (10 minutes)**

- **The Trinity in Conversation**
  - In partners, have the students’ think of creative ways to explain the Trinity to a friend. Perhaps give them an example of an analogy that could be used (for example: *Jack of All Trades* – see page 4)

**Option #1 (15 minutes)**

- **The Trinity in Prayer**
  - Have them write a prayer that addresses the Trinity. It can either be a prayer to the entire Trinity, or a prayer that has one part to the Father, and one to the Son, and one to the Holy Spirit.
  - Allow students to share prayers as a closing prayer for the session.
The Nicene Creed

We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is, seen and unseen.

We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten, not made, one in Being with the Father. Through him all things were made. For us men and for our salvation, he came down from heaven: by the power of the Holy Spirit he was born of the Virgin Mary, and became man. For our sake he was crucified under Pontius Pilate; he suffered, died, and was buried. On the third day he rose again in fulfillment of the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshiped and glorified. He has spoken through the Prophets. We believe in one holy catholic and apostolic Church. We acknowledge one baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come.

Amen.

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Trinitarian Graphic Organizer

When you draw your graphic organizer on the board, you can draw something similar to the image below. However, make sure you have plenty of room within the spaces entitled “Father,” “Son,” “Holy Spirit,” and “God” to write down the information that the students find.
The Holy Trinity
By El Greco
Grade 7
Lesson 2: Seeing with the Eyes of Faith
Unit One: Knowledge of the Faith

Scripture:
Acts 17:26-28

Objective:
A greater understanding of what it means to live a life of Faith and why Jesus asks us to have faith.

Curriculum Section:
Unit One: pages 4-6

Textbook Section:
The Catholic Faith Handbook for Youth
Chapter 2, page 21
Chapter 3, pages 33-34; pages 36-37

Needed Materials:
• Class set of The Catholic Faith Handbook for Youth
• Chalkboard or Chart Paper available
• Four copies of the Reader’s Theater Skit (21-22)*
• Several dry erase markers or makers for Chalk Talk Activity*
• Sheets of plain paper*
• Large poster board or banner paper*
• Coloring instruments*
• Class set of Bibles*
*only needed for optional activities

There are several parts to this lesson plan. However, you do not have to use all of it. It can be arranged to fit your schedule, class time length, resources, and kids!

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Prayer

As always, we begin with prayer. Many classes have their own special tradition of beginning with intercessions or a particular prayer of the Church. Even if you already have this wonderful foundation, you may want to incorporate an aspect of the lesson’s subject matter in order to set the stage for the lesson. Here are some suggestions for this particular lesson:

Option #1 (5 minutes)

- A Prayer from the Psalms – this is a call and response version of Psalm 105:1-6 with a response from Psalm 37. It may be easiest to write the “All” response on the board, and then have everybody follow along with the “Leader” portions by looking at the first part of Psalm 105 within your class set of Bibles.

  **Leader**: Give thanks to the Lord, invoke His name; make known among the peoples His deeds!
  **All**: Delight yourself in the Lord, and He will give you the desires of your heart!

  **Leader**: Sing praise, play music; proclaim all His wondrous deeds!
  **All**: Delight yourself in the Lord, and He will give you the desires of your heart!

  **Leader**: Glory in His holy name; rejoice, O hearts that seek the Lord!
  **All**: Delight yourself in the Lord, and He will give you the desires of your heart!

  **Leader**: Rely on the mighty Lord; constantly seek His face.
  **All**: Delight yourself in the Lord, and He will give you the desires of your heart!

  **Leader**: Recall the wondrous deeds He has done, His signs and His words of judgment,
  **All**: Delight yourself in the Lord, and He will give you the desires of your heart!

  **Leader**: You descendents of Abraham His servant, offspring of Jacob the chosen one!
  **All**: Delight yourself in the Lord, and He will give you the desires of your heart!

  **Leader**: Glory to the Father, and to the Son, and to the Holy Spirit,
  **All**: As it was in the beginning, is now, and ever shall be – World without end, Amen.
Option #2 (5 minutes)

- This is a prayer written by St. Ignatius of Loyola during the 1500’s. Before praying this prayer together as a group, pause in a moment of silence and suggest that your students, in their head, think of something that they would like to offer God – maybe a particular feeling they have, someone that they have been praying for, a sin or weakness that they have been struggling with, something happening in their life that upsets them, something they are thankful for, etc. Ask them to think about this offering to God as the whole group prays St. Ignatius’ prayer of dedication:

  Take O Lord, and receive my entire liberty, my memory, my understanding and my whole will. All that I am and all that I possess You have given me: I surrender it all to You to be disposed of according to Your will. Give me only Your love and Your grace; with these I will be rich enough, and will desire nothing more. Amen
Opening Activities
Use as many or as few of these activities as time and resources allow

Option #1 (15 minutes)
❖ Chalk Talk
• Because your students learned about the Old Testament during their 6th grade year, this is a good chance to remind them of what they learned and connect that knowledge to what they will learn today.
• On the board, write and circle the phrase “The Old Testament.” Explain to your students that they will silently take turns going up to the board and adding to our web of knowledge about the Old Testament by drawing a line out from the middle bubble and writing the fact they remember about the Old Testament. They may also add to a fact that somebody else wrote.
• It is helpful to have several markers that can be used at the same time so that this activity can go quickly. Everybody should have at least one turn, but you can allow for several turns if you have time.
• Bridging the Gap between the Old and the New – Use the information they have remembered through the Chalk Talk Activity to lead them to the fact that God loved His people Israel and He was always trying to be in relationship with them. However, Israel had a very difficult time upholding their end of the relationship because sin kept getting in the way. This is a lot like our life – we often have a hard time staying in a relationship with God because of the sin in our life.

Option #2 (10 minutes)
❖ Reader’s Theater Skit (see pages 21-22)
• This skit is another way to remind the students of the events of the Old Testament and Israel’s relationship with God. Ask for five volunteers to act out the skit.
• After reading the skit, have the students compare the actions of Israel with their own lives. Even though God loved Israel and constantly care for them, Israel had a very difficult time upholding their end of the relationship because sin kept getting in the way. This is a lot like our life – we often have a hard time staying in a relationship with God because of the sin in our life.
The Content  
(30 minutes total)  

- Previous Knowledge
  Ask them what they already know.
  
  What is faith?
  How do we get faith?
  What sometimes makes it hard to keep our faith strong?

- Go to the Text –
  - As a class read the section entitled “Our Need for God” on page 21 of the Catholic Faith Handbook for Youth.
  - As you read, stop and ask questions to check their understanding. Some important points/questions that would stress the points in the curriculum would be:
    - God made us; He is always calling us to be in deeper friendship with Him.
    - There is a deep longing for God in the heart of every human person that can only be satisfied by God. Sometimes we try to fill it with other things (like material things, romance, hobbies), but we won’t be fully satisfied until we are in relationship with God.
    - God gave us free will which means that He lets us decide whether or not we want to be in relationship with Him. (If you chose the skit opening activity, this is a good place to remind them that God did not force the person in the skit to be His best friend).

  - As a class, read the section entitled “Faith is Our Response to God’s Love” on pages 33-34 of the Catholic Faith Handbook for Youth.
  - As you read, stop and ask questions to check their understanding.
  - Write the following important points on the board:
    - God gave us free will.
    - Because we have original sin, temptations often lure us to sin, and sin separates us from God.
    - So, what do we do if we want to be close to God? How do we overcome sin?
• God gave us Jesus as an invitation to live a life of faith in God. Jesus makes it possible for us to overcome our sin and love God.

• Jesus makes it possible to live the life of Faith, but what does faith really look like? As a class read the section entitled “The Characteristics of Faith” on pages 36-37 of the Catholic Faith Handbook for Youth.

❖ Questions anyone? Allow the students an opportunity to ask questions.
Today’s Top Seven:

- There is a deep longing for God in the heart of every human person that can only be satisfied by God.
- God gave each person free will. He does not force a person to be close to Him and love Him; instead, He allows each person to choose Him.
- Temptations can lead a person to sin, and sin separates a person from God.
- The Father sent His Son Jesus to overcome each person’s sin so that each person can love God and live the life of Faith.
- Faith is a supernatural gift that allows each person to respond to God’s love.
- Faith is relationship with God. Faith says ‘yes’ to God. Each person ‘yes’ to God in a personal relationship unites them to Him and gives them the grace to live according to God’s ways.
- Knowing we have a personal relationship with God means God cares about us like no other person can. Jesus Christ teaches us how God loves us.
Closing Activities
Use as many or as few of these activities as time and resources allow

Option #1 (15 minutes)
❖ Faith in Action
What does faith look like when it is actually being lived out?
• In partners, have the students talk about somebody in their life that has been an example of what it means to live the life of Faith as a loving response to God’s love.
• Individually, ask them to write and decorate a card for that person telling them how they have shown them “faith in action.”

Option #2 (10 minutes)
❖ Why did Jesus Come?
This is an activity that you can begin today and then continue to use throughout the Christology unit (see other Christology lesson plans).
• On a large piece of chart paper, banner paper, or poster board write in large letters “Why did Jesus come?”
• Allow the students to write reasons or draw pictures depicting why they think Jesus came to the World. Remind them to use the knowledge that was discussed during today’s lesson. Also, remind them to leave room on the paper for the following weeks.
Reader’s Theater Skit Script: Adapted from Exodus 32-33:6

Parts:
Narrator
Crowd
Aaron
Moses
God

Props:
Golden Calf (any stuffed animal will work)
Stone Tablets (two pieces of cardboard with the 10 Commandments written on them)

Staging:
The narrator should stand in a place that he/she can be easily seen and heard by all the students. Begin with Aaron and the Crowd on one side of the room and Moses and God on the other. When Moses comes down from the mountain have him move from one side of the room to the other.

Narrator: After God rescued the Israelites from slavery in Egypt they camped in the Sinai desert. God called Moses to go up the mountain and the people were left alone and began to worry that Moses would never return.

Crowd: Moses has been gone too long, how do we know he is even still alive? He brought us out of Egypt and then abandoned us to suffer here in the desert without a leader or a god. We need a god who will be our leader!

Aaron: Collect all the gold jewelry you can find and bring it back to me.

Narrator: So the crowd hurried off and gathered up all the gold that they could find. They gave it to Aaron who created a golden calf. He turned to the people and said,

Aaron: Look upon this golden calf, it is your god, who saved you from the slavery of the Egyptians.

Narrator: The people all bowed down and worshipped the golden calf and they were momentarily satisfied. Meanwhile on the mountain God saw His people worshipping a false God.
God: Moses the people have betrayed us both; they are worshipping a golden calf, a false god! Have they forgotten that I saved them from slavery in Egypt? I shall reign down my anger upon them!

Moses: Please God; do not destroy your own people who you saved from slavery in Egypt! If you release your wrath upon them the Egyptians will say “their God brought them out of Egypt plotting their destruction; what kind of God is this?” Remember the covenant you made to Abraham, Isaac and Jacob to make them a great nation!

Narrator: So God, who is always faithful to His promises and covenants, did not punish the people for their disobedience. Moses began down the mountain and as he approached he saw the crowd worshipping the golden calf. Angry, he threw down the stone tablets containing the Ten Commandments to the ground breaking them. He destroyed the golden calf in a fire and turned to Aaron saying,

Moses: Why did you lead the people into sin, creating this golden calf?

Aaron: Do not be angry with me brother. These people are evil. They asked me to make them god to be their leader when you too so long on the mountain. I told them to gather their gold jewelry and I threw it all into the fire. To my surprise, out came this golden calf!

Narrator: Moses, angry that his own brother could betray him, called together the people and punished them telling them to repent. With that Moses returned to the mountain to speak with God.

Moses: God, are you still going to punish this sinful people with death? If so, then punish me as well.

God: I will punish only the guilty for their sin. The people must be a people in mourning for their sin. Instruct them to take off all their jewelry and repent of their sins. Now go to the people and lead them, for I promised Abraham, Isaac and Jacob that I would give them a land of their own. I cannot go back upon my promise. I will send an angel before you to lead you.

Narrator: Moses returned to the people and told them all of what God had told him. They wept because of their sin. Thus, began the cycle of God saving the Israelites only to have them sin against Him. They would repent and God would forgive them and protect them. But the next day they would sin against Him again.
Grade 7
Lesson 3: What the New Testament tells us about Jesus
Unit One: Knowledge of the Faith

Scripture:
Colossians 1:15-20

Objective:
A greater understanding of God’s Revelation in Scripture. The Gospels reveal that Jesus is the Son of God.

Curriculum Section:
Unit One: pages 6-10

Textbook Section:
The Catholic Faith Handbook for Youth
Chapter 2, pages 21-24; 27-28

Needed Materials:
• Class set of The Catholic Faith Handbook for Youth
• Class set of Bibles
• One copy of each Gospel Writer handout (see pages 34-37) and tape
• Copies of color-by-number Jesus handout (enough for everybody OR enough for each small group) (see pages 38-39)
• Access to a photo-copy machine
• Light blue, dark blue, light brown, dark brown coloring instruments (enough for everybody OR enough for each small group)
• The Many Names of Jesus handout (page 33)
• A few pieces of blank paper and writing instruments*
• Banner paper and coloring instruments*
• PRIMA Process slips of paper (see page 40-41)*
  *only needed for optional activities

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**Prayer**

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**Option #1 (5 minutes)**

- **The Many Names of Jesus Christ**—
  - On page 33 of this lesson plan, there is a prayer that moves through the many names of Christ. Give each student a copy of this prayer, highlight a different line or lines on each sheet and hand them out to the students. As your opening prayer, have the student read the line highlighted on their sheet and have the remaining members of the class respond with the part in bold.

**Option #1 (5 minutes)**

- **Praying with Scripture**—
  - This passage from Scripture about Jesus Christ is thought to have been used as a hymn in the days of the early Church.
  - Pre-mark Colossians 1:15-20 in a Bible and have a volunteer read the hymn aloud and encourage the rest of the group to listen prayerfully.
  - You may want to bring to their attention that it never says the name of Jesus Christ or anything about the “Son of God.” At what point did they know the prayer was about Jesus specifically?
Opening Activities
Use as many or as few of these activities as time and resources allow

Option #1 (10 minutes)
  ❖ From Gab to Slab
  This game demonstrates the way that our Scriptures came into being

  • Break the group into smaller groups of four and have each group arrange themselves into a straight line. Give the third person of each line a piece of paper and a writing utensil.

  • When the game begins, the first person will have to think of a funny event that they have seen at some point in their life (you may want to remind them not to choose a story that would make fun of, offend, or gossip about anybody). The first person will quietly tell the second person the story, the second person will tell the third person the story, the third person will write down the story, and then the fourth person will bring the written story to you. It is a race to see who can accurately get the story to you first.

  • When everybody has finished, ask the first person of the winning group to tell the story the way he originally told it. Then have the fourth person of that winning group read the written story. If the written version is accurate, then that group wins. If it is not accurate, then move on to another group.

  • After the game, you will want to point out that our Scriptures were formed in a similar way (going from an eyewitness of the event to oral tradition of story-telling to the actual writing it down). However, the main difference between our game and the real development of Scripture is that the development of Scripture was protected by the Holy Spirit along the way to make sure that the Truth was not distorted through the many years of oral tradition and writing (like many of our stories were in the game). This will be discussed in more detail later on in the class.

  • Now have each group choose a new person to tell a story. This time, the first person should choose a very important, exciting and meaningful story in their lives. Ask the small groups to gather in a circle, and ask the storyteller to tell the story to the whole group together. Each group should choose one writer to record the story, as if it was the most important story ever
told. The original storyteller can guide the writer helping him or her to make sure the story is accurate.

- When everyone has finished, ask the writer to read the story, and the storyteller to confirm its accuracy. Explain that this method of storytelling is much closer to the way the Gospels were written.

Option #2 (5 minutes)

Number-by-Heart Bible Trivia

It’s time to stir up their memories about the Bible, and just for fun, they all have to do with numbers…

- Go through these trivia questions and allow the students to raise their hands to try to answer them. You can assign points for right answers if you would like to (you may want to decide the amount of points per each question by the number that appears in the question – for example for the first question, the winner would get 2 points; for the second question, the winner would get 46 points. It’s not necessarily fair, but it spics things up a little bit!)

  - Q: What are the 2 different parts of the Bible?
    A: *The Old Testament and the New Testament*

  - Q: How many books are in the Old Testament?
    A: 46

  - Q: How many books are in the New Testament?
    A: 26

  - Q: Name one book in the Old Testament.
    A: *use Bible for reference if necessary*

  - Q: How many tribes are there within the Nation of Israel?
    A: 12

  - Q: Who received the Ten Commandments from God?
    A: *Moses*

  - Q: How many of each animal did Noah take on the Ark?
    A: 2

  - Q: How many loaves of bread did Jesus start with at the multiplication of the loaves and fish?
A: 5

- Q: How many disciples were there?
  A: 12

- Q: The wise men brought three gifts to Jesus at his birth: Gold, Frankincense, and…
  A: Myrrh
The Content
(45 minutes total)

- Previous Knowledge (Ask them what they already know.) What do you remember from our discussion of the Old Testament last week? How was Jesus the solution needed to bring unity between God and Israel?
- We’re going to continue looking at this development today, but from a different perspective.
- Go to the Text –
  - As a class read the section entitled “Reason and Revelation” on page 21-23 of the Catholic Faith Handbook for Youth.
  - As you read, stop and ask questions to check their understanding. Some important points/questions that would stress the points in the curriculum would be:
    - The Church says that we can experience God to some extent in our day-to-day experiences. Can you remember any ways that you have experienced God through His beautiful creation? Through the love of a family member or friend? etc.
    - Make the connection with the text about the Old Testament and God’s “Chosen People” Israel with the discussion you had last week. Remind them of the Covenant that God had with his people that the people kept breaking. This text about Jesus coming to save the world, complete revelation, and make an everlasting covenant will reinforce what was covered last week.
    - A challenging question: What is the difference between the Old Covenant from the Old Testament and the New Covenant that Jesus establishes in the New Testament?
  - As a class read the section entitled “The Scriptures and Tradition” on page 23-24 on page 21-23 of the Catholic Faith Handbook for Youth, but you can stop reading when you get to the end of the first paragraph on page 24 (at the phrase: “…to form the New Testament of the Bible.”)
  - As you read, stop and ask questions to check their understanding. Some important points/questions that would stress the points in the curriculum would be:
• This text talks about how the Holy Spirit inspired the people of the early Church to write down the New Testament. This is what the Church calls “Divine Inspiration.” We believe that the Holy Spirit enabled human authors to write a biblical book of which the human authors and God are true authors.

• Because God is the author of Scripture, everything in Scripture regarding the Revelation of faith and salvation are true – this is called “inerrancy.”

• Make sure that everybody either has a Bible in front of them, or can look onto somebody else’s Bible. Then have everybody look at the “Organization of the Bible” on pages 27-28 of the Catholic Faith Handbook for Youth. Focus on the section about the New Testament.

• After having a volunteer read the portion about “The Gospels,” have everybody find the Gospels in their Bibles. Give them a chance to try to find it themselves, and then help those who could not find them. Ask them at what point we hear the Gospels read at Mass – who reads the Gospel? Do we change our physical posture for the reading of the Gospel? What do we sing before we hear the Gospel? Why do we do all of these special things around the reading of the Gospel?


• After having a volunteer read the portion about “The Epistles,” have everybody find an example of an epistle in their Bibles. We will talk about the epistles more in depth in a later lesson. (hint: epistles are either named after the person or the group of people that the writer is writing to, for example: a letter written to the church in Corinth, is called “Corinthians,” OR it is named after the author, for example: Peter.
Gospel Writer Station Rotation

Now we’re going to take a closer look at the Gospels specifically.

- Break your group into four small groups and have them rotate through each of the Four Gospel stations that are set up around the room. Each station is marked by a handout about the four different Gospel writers that are taped to the wall (see pages 34-37 of this lesson plan for handouts). Each person will need a color-by-number Jesus handout (pages 38-39), a Bible, and four coloring instruments (light blue, dark blue, light brown, dark brown).

- At each station, they will read the paragraph aloud, read the given scripture passage aloud, and then use the color-by-number key to color in the appropriate sections with the appropriate Gospel-writer colors. Allow them to stay at each station for five minutes.

- When all of the stations have been visited by each of the groups, conclude by explaining “that every Gospel writer shows us something different about who Jesus is and what He came to do. We need all of the Gospels to give us a complete picture of who Jesus is, just like they needed all of the Gospels to complete the coloring of their picture. We’ll continue to learn about who Jesus is and what he came to do throughout the unit.
Review
(10 minutes)
Before the Closing activity, it is necessary to explicitly list the seven main points that were discussed during the lesson. The students can write these points down in their notebook that they will use for review. After going over these points, you can also have them write a summary of the lesson in their own words.

Today’s Top Seven:

- We are able to learn about and encounter God through what He has revealed to us and our ability to reason.

- A lot of God’s Revelation to us has been written down in the Scriptures by human authors through God’s Divine Inspiration.

- Our Bible consists of the Old Testament, which focuses on the Old Covenant that God had with His chosen people Israel, and the New Testament, which introduces the New Covenant that Jesus established for all.


- The four Gospels (Matthew, Mark, Luke, and John) were written for different audiences and therefore emphasize different aspects of Jesus Christ.

- Through the Gospels we learn how Jesus lived. If we live like Jesus we will be truly happy.

- If we truly believe we have a personal relationship with Christ, we will want to choose His ways because they are the best.
Closing Activities
Use as many or as few of these activities as time and resources allow

Option #1 (10 minutes)
  ▶ Why did Jesus Come?
This is an activity that is a continuation from last week’s lesson plan that can also continue to use throughout the Christology unit (see other Christology lesson plans). However, it can be begun at any time.
  - On a large piece of chart paper, banner paper, or poster board write in large letters “Why did Jesus come?” (or continue on last’s week’s banner).
  - Allow the students to write reasons or draw pictures depicting why they think Jesus came to the World. Remind them to use the knowledge that was discussed during today’s lesson. Also, remind them to leave room on the paper for the following weeks.

Option #2 (10 minutes)
  ▶ Personal Reflection with the Scriptures
    (10 minutes)
  - On pages 40-41 of this lesson plan, you will find a sheet that has three copies of the “PRIMA Process” of reading Scripture. On each copy, there is a different scripture passage from the Gospel. Make enough copies of so that there are enough slips for every person in your class. Cut them out and toss them in a bowl or hat.
  - Explain to your middle schoolers that they are going to have a time of silent and personal reflection with a passage in Scripture. If you are able to do so, create a more prayerful mood in the room with lower lighting and prayerful music. Go around the room and allow them to pick a slip out of the bowl without looking. Pray that each student will get the scripture passage that they need to read and reflect upon.
  - Allow them some time to look up the passage in the Bible (some may need help finding this) and to go through the directions of the PRIMA process.
The Prayer of the Many Names of Jesus Christ—by Ruth Hull Chatlien

1. Lord Jesus Christ, only Son of God, **Lead us to the Father**.
2. Lord Jesus Christ, Firstborn of all Creation, **Create in us a clean heart**.
3. Lord Jesus Christ, Holy One, **Lead us into righteousness**.
4. Lord Jesus Christ, Light of the World, **Illumine our hearts**.
5. Lord Jesus Christ, Righteous One, **Make your people holy**.
6. Lord Jesus Christ, Image of the Invisible God, **Show us the Father**.
7. Lord Jesus Christ, Lamb of God, **Have mercy on us**.
8. Lord Jesus Christ, Suffering Servant, **Redeem us from sin**.
9. Lord Jesus Christ, Word of Life, **Lead us into all truth**.
10. Lord Jesus Christ, Bread of Life, **Feed your people**.
11. Lord Jesus Christ, Living Water, **Deliver us from thirst**.
12. Lord Jesus Christ, the Way, the Truth, and the Life, **Lead us on the right path**.
13. Lord Jesus Christ, Head of the Body, **Guide your people**.
14. Lord Jesus Christ, Author and Perfector of Faith, **Help our unbelief**.
15. Lord Jesus Christ, Good Shepherd, **Seek out lost sheep**.
16. Lord Jesus Christ, Wonderful Counselor, **Give us your wisdom**.
17. Lord Jesus Christ, Prince of Peace, **End conflict in the world**.
18. Lord Jesus Christ, King of Kings, **Come into your kingdom**.
19. Lord Jesus Christ, Lord of Lords, **Be sovereign over all**.
20. Lord Jesus Christ, Resurrection and Life, **Raise us up on the last day**.
The Gospel of Matthew

The Gospel of Matthew is one of the synoptic gospels (which means it is in verbal and sequential agreement with two of the other gospels – Mark and Luke). It was written in approximately A.D. 80-100. Matthew was one of the 12 apostles – he was a tax-collector who left everything behind when Christ called Matthew to follow Him. Many years after Jesus’ death, resurrection, and ascension, Matthew wrote this Gospel for the Jewish converts to Christianity. Because they were familiar with the Old Testament, Matthew made a lot of connections between the life of Christ and the Old Testament prophecies and images throughout his writing. Matthew also emphasizes Jesus as the Teacher. The way that Matthew tries to grab the attention of his reader at the beginning of his Gospel can tell us a lot about his goal and audience in writing. Matthew begins his Gospel by listing a genealogy that connects King David and Jesus as family. That would have been a big deal to a Jewish person living at that time because that means that Jesus is Israel’s king by birthright (turn to Matthew 1:1-2, 6, 16-17 and have one person read it out loud for the rest of the group). That is why Matthew’s symbol within the Church is a man with wings – because the gospel begins with the human ancestry of Christ.
The Gospel of Mark

The Gospel of Mark is one of the synoptic gospels (which means it is in verbal and sequential agreement with two of the other gospels – Matthew and Luke). It was written in approximately A.D. 63-70. Mark is believed to be the companion of St. Peter, our first Pope. Mark wrote this Gospel for Christians who were being persecuted. This is why Mark emphasizes Jesus as the Suffering Servant. The way that Mark tries to grab the attention of his reader at the beginning of his Gospel can tell us a lot about his goal and audience in writing. Mark begins his Gospel by declaring that Jesus is the Son of God, the Messiah. That means that Jesus came to suffer, die, and then triumph as the risen Lord – this would have been a great comfort to the people Mark was writing for – those who were facing martyrdom in the early Church. His symbol is the winged lion because his Gospel also begins with St. John the Baptist’s voice crying out in the wilderness – declaring the coming of the Messiah like a roaring lion (turn to Mark 1:1-3 and have one person read it out loud for the rest of the group).
The Gospel of Luke

The Gospel of Luke is one of the synoptic gospels (which means it is in verbal and sequential agreement with two of the other gospels – Mark and Matthew). It was written in approximately A.D. 70-90. Luke was a Greek doctor, a gentile, and a companion of St. Paul. Luke wrote this Gospel specifically for his fellow gentiles (non-Jewish people). This is why Luke emphasizes Jesus as the Savior of all people. The way that Luke tries to grab the attention of his reader at the beginning of his Gospel can tell us a lot about his goal and audience in writing. Luke begins his gospel with the joyous birth narratives of St. John the Baptist and Jesus. He places women and poor people as models of faith and stresses that Jesus is coming as the Savior of everybody, even the gentiles (turn to Luke 1:26-38 and have one person read it out loud for the rest of the group). Luke’s symbol is an ox with wings because the birth narratives include Zechariah (John the Baptist’s father) offering a sacrifice.
The *Gospel of John*

The Gospel of John was written in approximately A.D. 90-100. John wrote it for the Christians that were defending their faith. John was one of the 12 apostles. He was the youngest apostle. He was also present at the transfiguration, was the only apostle present at Christ’s passion and death where he was entrusted with the care of Mary, and he ran down to Christ’s empty tomb with Peter after the resurrection of Christ. John’s Gospel is more mystical than the others. He focuses on the divinity of Christ and emphasizes Jesus as the Word of God. The way that John tries to grab the attention of his reader at the beginning of his Gospel can tell us a lot about his goal and audience in writing. In John’s prologue, he states the main themes of his thickly theological Gospel: Jesus is the pre-existent Word of God and the fullest revelation of God, and those that walk in the light of Christ will come to know God (turn to John 1:1-5 and have one person read it out loud for the rest of the group). His symbol is the eagle because his gospel starts with thoughts soaring high above: the Divine Word.
Color-by-Number Gospel Portrait of Jesus

As you travel through the four stations that will tell you about the four Gospel writer’s (Matthew, Mark, Luke, and John), it will be your job to figure out which of the following traits below belong to each of the different Gospels. If you realize that the statement has to do with …

the Gospel of Matthew, then color its corresponding section dark blue;
the Gospel of Mark, then color its corresponding section dark brown;
the Gospel of Luke, then color its corresponding section light blue;
the Gospel of John, then color its corresponding section light brown.

1. This Gospel tells you that Jesus is the Son of God, or the Messiah, in the very first sentence.
2. This Gospel writer was a tax-collector before he was an apostle.
3. This Gospel writer was a Greek physician.
4. This Gospel has the words of St. John the Baptist towards the beginning of its first chapter.
5. One of the themes of this Gospel is “the light of Christ.”
6. This Gospel is not one of the synoptic Gospels.
7. This Gospel writer traveled and evangelized with our first Pope.
8. This Gospel presents the lineage of Jesus.
9. This Gospel emphasizes Jesus as Savior.
10. This Gospel emphasizes Jesus as the Word of God.
11. This Gospel writer’s symbol is a person with wings.
12. This Gospel was written especially for people who were not of Jewish descent (also known as “gentiles”).
13. This Gospel writer’s intended audience was Jewish people who converted to Christianity.
14. This Gospel writer’s symbol is an Ox with wings.
15. This Gospel was written for the Christians who were being persecuted in the early Church.
16. This Gospel writer is the only one who was present at Christ’s crucifixion.

1/12/2010
Gospel Portraits of Jesus
Trying to pray with Scripture? Try the PRIMA process —

**P** — **PRAY** Begin with a prayer that your time with the Bible will draw you closer to God.

**R** — **READ** attentively, trying to hear the words as if for the first time.

**I** — **IMAGINE** being a part of the story you just read. What would you feel, how would you react? Do you know anything about the background of the story that can help you understand what the author is trying to get across?

**M** — **MEDITATE** on what you have read. How does the message of the story fit in with the rest of the Bible’s teaching? With the Church’s teaching? What do you think God is teaching you?

**A** — **APPLY** what you have read to your life. God may be calling you to make a change in your life. Or you may find encouragement that you need during a difficult time. Carry God’s word into the rest of your day.

Pray through these steps with the following Gospel passage: **Matthew 14: 22-33**

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Trying to pray with Scripture? Try the PRIMA process —

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Pray through these steps with the following Gospel passage: **Luke 7:36-50**

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Trying to pray with Scripture? Try the PRIMA process —

**P — PRAY** Begin with a prayer that your time with the Bible will draw you closer to God.

**R — READ** attentively, trying to hear the words as if for the first time.

**I — IMAGINE** being a part of the story you just read. What would you feel, how would you react? Do you know anything about the background of the story that can help you understand what the author is trying to get across?

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**A — APPLY** what you have read to your life. God may be calling you to make a change in your life. Or you may find encouragement that you need during a difficult time. Carry God’s word into the rest of your day.

Pray through these steps with the following Gospel passage: **John 6:1-14**
Grade 7

Lesson 4: Jesus: True God and True Man
Unit One: Knowledge of the Faith

Scripture:
Philippians 2:5-11

Objective:
A greater understanding of Jesus Christ as fully human and fully divine, and the ability to use this understanding to deepen their reflection about His life.

Curriculum Section:
Unit One: pages 10-12

Textbook Section:
The Catholic Faith Handbook for Youth
Chapter 6, pages 60-63

Needed Materials:
- Class set of The Catholic Faith Handbook for Youth
- “Prayers from our Christmas Liturgy” sheet (page 51)*
- Christmas Decorations*
- Paper and writing instruments*
- Five Posters (or chart paper or large construction paper)*
- Coloring instruments*
- Rosaries*
- Five candles*
- The Joyful Mysteries sheets (pages 52-54)*
- “How to recite the Rosary” cheat sheets (page 55)*
- Five Bibles*
- A map of the world showing the region of Israel
*only needed for optional activities

There are several parts to this lesson plan. However, you do not have to use all of it. It can be arranged to fit your schedule, class time length, resources, and kids!

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<th>Prayer (page 44)</th>
<th>Opening Activities (page 45)</th>
<th>The Content (page 46)</th>
<th>Review (page 48)</th>
<th>Closing Activities (page 49)</th>
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<tbody>
<tr>
<td>This section offers two options for how to begin your class with prayer.</td>
<td>This section offers two options for how to get your students’ attention in a fun way. These activities are entirely optional.</td>
<td>This section is the core of your lesson where the material from the curriculum is presented. This is the most important section. If you do not have much time, this section should be your top priority.</td>
<td>This section helps you review the content of the lesson with your students.</td>
<td>This section offers two options for how to show your students the material’s relevance within their own lives. These activities are entirely optional.</td>
</tr>
</tbody>
</table>

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**Prayer**

As always, we begin with prayer. Many classes have their own special tradition of beginning with intercessions or a particular prayer of the Church. Even if you already have this wonderful foundation, you may want to incorporate an aspect of the lesson’s subject matter in order to set the stage for the lesson. Here are some suggestions for this particular lesson:

**Option #1 (5 minutes)**

- **Prayers from our Christmas Liturgy**
  
  Because this lesson is all about the Incarnation of Christ, this prayer is a connection to our Christmas Liturgies, the very feast that celebrates the Incarnation!
  
  - Cut the corresponding “Prayers from our Christmas Liturgy” sheet (page 51) into eight prayer cards that can be handed out to eight different volunteers.
  
  - If you can find or bring in a Nativity set, have the whole class kneel or sit around the Nativity. Allow each volunteer to read their different Liturgical prayers.

**Option #2 (5 minutes)**

- **The Memorare**

  Have everybody think of someone for who they would like to pray. Explain that the Memorare is a powerful prayer within the Church that entrusts our concerns to Mary. Invite them to give their concern to Mary as you pray the prayer together.

  Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored thy help, or sought thy intercession was left unaided.

  Inspired by this confidence, I fly unto thee, O virgin of virgins, my Mother; to thee do I come, before thee I stand, sinful and sorrowful. O Mother of the Word Incarnate, despise not my petitions, but in thy mercy hear and answer me.

  Amen.
**Opening Activities**
*Use as many or as few of these activities as time and resources allow*

**Option #1 (10 minutes)**
- **Christmas time!**
  - Put up some Christmas decorations around the room.
  - Split the class into small groups and give them a piece of paper that has the alphabet written down the left side of the paper.
  - Explain that they must think of a word related to the Christmas season that starts with each letter of the alphabet. Whichever group completes the alphabet first (or has the most filled out when time is up) wins.
  - When the students find it silly to have Christmas decorations and be playing Christmas games when it is not Christmas, make them guess for a little while about why you are doing this Christmas-themed activity. If they do not guess correctly, explain that we are talking about the Incarnation today – which is what Christmas is really all about!

**Option #1 (5 minutes)**
- **Making Incarnation visible**
  - In order to begin wrapping their brains around the concept of Incarnation, have them, in partners, brainstorm different things in the world that are invisible and then become visible.
  - For example: steam cools down to become water – it was always there, but it was made visible in the form of water.
  - Have them share their examples.
  - Have them discuss memories of people they have never met but have heard about; for example a great grandparent who they have never met.
The Content
(20 minutes total)

- Previous Knowledge: Ask them what they already know. When did Jesus come to live on earth? Where did he live his earthly life? Is Jesus a human like us? Is He God? Is He both? Why is Mary so important in our Catholic Faith? What are some ways that we honor Mary in Church or within our own families?

- Go to the Text:
  - As a class, read the section entitled “The Incarnation: True God and True Man” on pages 60-61 in The Catholic Faith Handbook for Youth. As you go through the reading, occasionally stop and ask questions. Make sure to stress the following points from the Curriculum:
    - Jesus, the Son of God, was born of Mary, who was chosen by God to be his mother on earth.
    - Jesus is completely divine and completely human.
    - He was like us in all ways except for sin. He worked with a human body, thought with a human mind, acted with a human will, and loved with a human heart.
    - Because Jesus is fully human, He is the perfect example of how to live.
  - Think-Pair-Share: Before you move on to the next section of reading, give everybody a moment to think about one event in the life of Jesus that particularly reveals His humanity and one event in His life that particularly reveals His divinity. In partners, have them share their ideas. Then, ask a few people to share with the whole class an event that reveals His humanity and an event in His life that particularly reveals His divinity. There are several examples of events that show us His humanity in the curriculum (page 11 of curriculum). Some events that particularly show us His divinity would be the Transfiguration, the Resurrection, and the Ascension.
  - As a class, read the section entitled “Mary, Mother of God” on pages 61-63 in The Catholic Faith Handbook for Youth. As you go through the reading, occasionally stop and ask questions. Make sure to stress the following points from the Curriculum:
- With Mary’s “yes” at the Annunciation, she became the Mother of God and consequently the Mother of the Church.
- She is an example of Faith for us in the way that she trusted and said “yes” to God.
- Because Mary had a special role in Salvation History, she does not have the stain of original sin (Immaculate Conception).

❖ Questions anyone? Allow the students an opportunity to ask questions.
Review

(10 minutes)
Before the Closing activity, it is necessary to explicitly list the seven main points that were discussed during the lesson. The students can write these points down in their notebook that they will use for review. After going over these points, you can also have them write a summary of the lesson in their own words.

Today’s Top Seven:
❖ Jesus Christ is fully God and fully man.

❖ Because Jesus is the Son of God he is divine. God sent Him to earth to live among us. He is the son of Mary

❖ At the Annunciation, Mary said “yes” to God and became the Mother of God and the Mother of the Church.

❖ The Immaculate Conception means that Mary does not have Original Sin or the stain of Original Sin.

❖ Jesus is human in all things except for sin.

❖ Jesus is our perfect example of how we should live. He showed us how to love As God wants us to love.

❖ The Beatitudes tell us how to live as Jesus did.
Closing Activities
Use as many or as few of these activities as time and resources allow

Option #1 (50 minutes)
   ❖ The Joyful Mysteries

- Break the class into five groups. Each group will explore, ponder, and create a poster about one of the five Joyful Mysteries of the Rosary. Give each group coloring materials, a poster (chart paper or a large piece of construction paper will do), a Bible, and one of the Joyful Mystery sheets (found on pages 52-54 of this packet). Their directions are also printed on the sheets.

- Before you transition from making the posters to praying the rosary, you may want to spend a few minutes explaining how to pray a rosary. Hand out the rosaries and “How to Recite the Rosary” cheat sheets (page 55).

- A note to the hesitant: If you are thinking to yourself, “there is no way my kids will pray an entire rosary,” please know that I have seen everybody from kindergarteners to high schoolers pray (and even lead) rosaries. However, if you have a particularly rowdy bunch, try the same activity, but just pray one Hail Mary at each station instead of ten.

- If you can reserve the Sanctuary, a chapel, or some sort of prayer garden, bring your group to this space and have them place the posters around the walls in a circle. If it is safe to do so, place a candle in front of each poster.

- Travel around the space praying a decade of the rosary at each poster. Before beginning that mystery of the rosary, you can light the candle and allow the group that made the poster to explain what the mystery is about and the poster they created. If they feel comfortable, have each group lead the decade of the rosary that corresponds to their poster.

Option #2 (5 minutes)
   ❖ Why did Jesus Come?

This is an activity that is a continuation from last week’s lesson plan that you can also continue to use throughout the Christology unit (see other Christology lesson plans). However, it can be begun at any time.
• On a large piece of chart paper, banner paper, or poster board, write in large letters “Why did Jesus come?” (or continue on last’s week’s banner)

• Allow the students to write reasons or draw pictures depicting why they think Jesus came to the World. Remind them to use the knowledge that was discussed during today’s lesson. Also, remind them to leave room on the paper for the following weeks.
## Prayers from our Christmas Liturgies

<table>
<thead>
<tr>
<th>Father</th>
<th>Lord Our God</th>
<th>God of love, Father of all, the darkness that covered the earth has given way to the bright dawn of your Word made flesh. Make us a people of this light. Make us faithful to your Word that we may bring your life to the waiting world. Grant this through Christ our Lord. Amen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You make this holy night radiant with the splendor of Jesus Christ our light. We welcome Him as Lord, true light of the world. Bring us to eternal joy in the kingdom of heaven where he lives and reigns with you and the Holy Spirit one God, for ever and ever.</td>
<td>With the birth of Your Son, your glory breaks on the world. Through the night hours of the darkened earth we your people watch for the coming of Your promised Son. As we wait, give us a foretaste of the joy that You will grant us when the fullness of His glory has filled the earth, who lives and reigns with you for ever and ever.</td>
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<td>Almighty God and Father of light, a child is born to us a Son is given. Your eternal Word leaped down from heaven in the silent watches of the night, and now your Church is filled with wonder at the nearness of her God. Open our hearts to receive His life and increase our vision with the rising of dawn, that our lives may be filled with His glory and His peace, who lives and reigns for ever and ever.</td>
<td>God our Father every year we rejoice as we look forward to the feast of our salvation. May we welcome Christ as our Redeemer, and meet him with confidence when He comes to be our judge, who lives and reigns with you and the Holy Spirit, one God, for ever and ever.</td>
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<td>Almighty God, who has poured upon us the new light of your Incarnate Word; grant that the same light enkindled in our hearts may shine forth in our lives; through Jesus Christ our Lord. Amen</td>
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<td>Almighty God, we praise you for creating man, and still more for restoring him in Christ. Your Son shared our weakness: may we share his glory, for he lives and reigns with you and the Holy Spirit, one God for ever and ever. Amen.</td>
<td>Lord God we praise you for creating man, and still more for restoring him in Christ. Your Son shared our weakness: may we share his glory, for he lives and reigns with you and the Holy Spirit, one God for ever and ever. Amen.</td>
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The Joyful Mysteries

Cut out the direction slips for each group and hand them out along with a poster, coloring utensils, and a Bible. You may need to move around the room helping the different groups to understand their Joyful Mystery. If you would like to do further research on the meanings of the different Mysteries, there are many on-line resources that provide reflections and other information.

† The First Joyful Mystery: The Annunciation of the Angel to Mary
† The Second Joyful Mystery: The Visitation of Mary to her cousin Elizabeth
† The Third Joyful Mystery: The Nativity of Jesus in Bethlehem
† The Fourth Joyful Mystery: The Presentation of Jesus in the Temple
† The Fifth Joyful Mystery: The Finding of Jesus in the Temple

The First Joyful Mystery: The Annunciation of the Angel to Mary
Directions: The Joyful Mysteries are a set of five events from the early life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary’s) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the First Joyful Mystery – “the Annunciation of the Angel to Mary.” First, read the following Scripture passage about the Annunciation: Luke 1:26-38.

Your poster should include:

❖ A Title: “The First Joyful Mystery: the Annunciation of the Angel to Mary”
❖ A picture that conveys your Mystery of the Rosary
❖ A brief explanation of what it is and why you think it is important
❖ A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
❖ A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
The Second Joyful Mystery: The Visitation of Mary to her cousin Elizabeth

Directions: The Joyful Mysteries are a set of five events from the early life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary’s) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Second Joyful Mystery – “The Visitation of Mary to her cousin Elizabeth.” First, read the following Scripture passage about the Visitation: Luke 1:39-49.

Your poster should include:

- A Title: “The Second Joyful Mystery: the Visitation of Mary to her cousin Elizabeth”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

The Third Joyful Mystery: The Nativity of Jesus in Bethlehem

Directions: The Joyful Mysteries are a set of five events from the early life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary’s) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Third Joyful Mystery – “The Nativity of Jesus in Bethlehem.” First, read the following Scripture passage about the Nativity: Luke 2:6-12.

Your poster should include:

- A Title: “The Third Joyful Mystery: The Nativity of Jesus in Bethlehem”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
**The Fourth Joyful Mystery: The Presentation of Jesus in the Temple**

Directions: The Joyful Mysteries are a set of five events from the early life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary’s) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the *Fourth Joyful Mystery* – “The Presentation in the Temple.” First, read the following Scripture passage about the Presentation in the Temple: Luke 2:22-35.

Your poster should include:

- A Title: “The Fourth Joyful Mystery: the Presentation in the Temple”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

---

**The Fifth Joyful Mystery: The Finding of Jesus in the Temple**

Directions: The Joyful Mysteries are a set of five events from the early life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary’s) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the *Fifth Joyful Mystery* – “The Finding of Jesus in the Temple.” First, read the following Scripture passage about the Finding of Jesus in the Temple: Luke 2:41-51.

Your poster should include:

- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
How to recite the Holy Rosary

1. SAY THESE PRAYERS...

IN THE NAME of the Father, and of the
Son, and of the Holy Spirit. Amen. (As you
say this, with your right hand touch your
forehead when you say Father, touch your
breastbone when you say Son, touch your
left shoulder when you say Holy, and touch
your right shoulder when you say Spirit.)

I BELIEVE IN GOD, the Father almighty,
Creator of heaven and earth. And in Jesus
Christ, His only Son, our Lord, Who was
conceived by the Holy Spirit, born of the
Virgin Mary, suffered under Pontius Pilate,
was crucified, died, and was buried. He
descended into hell. The third day He rose
again from the dead. He ascended into
Heaven, and sits at the right hand of God,
the Father almighty. He shall come again
to judge the living and the dead. I 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. Amen.

OUR FATHER, Who art in Heaven,
hallowed be Thy Name. Thy kingdom
come. 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. And lead us
not into temptation, but deliver us from evil.
Amen.

HAIL MARY, full of grace, the Lord is
with thee. Blessed art thou among women,
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God, pray for us
sinners, now and at the hour of our death.
Amen.

GLORY BE to the Father, and to the Son,
and to the Holy Spirit. As it was in the
beginning, is now, and ever shall be, world
without end. Amen.

O MY JESUS, forgive us our sins, save us
from the depth of Hell, lead all souls to
Heaven, especially those most in need of
Thy mercy. Amen.

HAIL HOLY QUEEN, mother of mercy,
our life, our sweetness, and our hope. To
thee do we cry, poor banished children of
Eve. To thee do we send up our sighs,
mourning and weeping in this vale of tears.
Turn thou thine eyes mercifully towards
us. And after this, our exile, shew us the
blessed fruit of thy womb, Jesus. O clement,
O loving, O sweet Virgin Mary. Pray for us,
O holy Mother of God, that we may be made
worthy of the promises of Christ. Amen.

O GOD, WHOSE only-begotten Son by
His life, death and resurrection, has
purchased for us the rewards of eternal life;
grant, we beseech Thee, that by meditating
upon these mysteries of the Most Holy
Rosary of the Blessed Virgin Mary, we may
unite to what they contain and obtain what
they promise, through the same Christ our
Lord. Amen.

ANNOUNCE each mystery by saying
something like: “The third joyful Mystery is
the Birth of Our Lord.” This is required only
when saying the Rosary in a group.

2. IN THIS ORDER...

INTRODUCTION
1. IN THE NAME
2. I BELIEVE IN GOD...
3. OUR FATHER...
4. HAIL MARY...
5. HAIL MARY...
6. HAIL MARY...
7. GLORY BE...
8. O MY JESUS...

THE FIRST DECADE
9. ANNOUNCE...
10. OUR FATHER...
11. HAIL MARY...
12. HAIL MARY...
13. HAIL MARY...
14. HAIL MARY...
15. HAIL MARY...
16. HAIL MARY...
17. GLORY BE...
18. O MY JESUS...

THE SECOND DECADE
19. ANNOUNCE...
20. OUR FATHER...
21. HAIL MARY...
22. HAIL MARY...
23. HAIL MARY...
24. HAIL MARY...
25. HAIL MARY...
26. HAIL MARY...
27. GLORY BE...
28. O MY JESUS...

THE THIRD DECADE
29. ANNOUNCE...
30. OUR FATHER...
31. HAIL MARY...
32. HAIL MARY...
33. HAIL MARY...
34. HAIL MARY...
35. HAIL MARY...
36. HAIL MARY...
37. GLORY BE...
38. O MY JESUS...

THE FOURTH DECADE
39. ANNOUNCE...
40. OUR FATHER...
41. HAIL MARY...
42. HAIL MARY...
43. HAIL MARY...
44. HAIL MARY...
45. HAIL MARY...
46. HAIL MARY...
47. GLORY BE...
48. O MY JESUS...

THE FIFTH DECADE
49. ANNOUNCE...
50. OUR FATHER...
51. HAIL MARY...
52. HAIL MARY...
53. HAIL MARY...
54. HAIL MARY...
55. HAIL MARY...
56. HAIL MARY...
57. GLORY BE...
58. O MY JESUS...

CONCLUSION
59. HAIL, HOLY QUEEN...
60. O GOD, WHOSE...
61. IN THE NAME...

4. AND SILENTLY MEDITATING ON THESE “MYSTERIES”,
OR EVENTS FROM THE LIVES OF JESUS AND MARY...

On Monday and Saturday, meditate on the “Joyful Mysteries”
First Decade: The Annunciation of Gabriel to Mary (Luke 1:26-38)
Second Decade: The Visitation of Mary to Elizabeth (Luke 1:39-56)
Fourth Decade: The Presentation of Our Lord (Luke 2:22-38)

On Tuesday, meditate on the “Luminous Mysteries”
First Decade: The Baptism of Our Lord in the River Jordan (Matthew 3:13-16)
Second Decade: The Wedding at Cana, when Christ manifested Himself (Jn 2:1-11)
Third Decade: The Proclamation of the Kingdom of God (Mark 1:14-15)
Fourth Decade: The Transfiguration of Our Lord (Matthew 17:1-8)
Fifth Decade: The Last Supper, when Our Lord gave us the Holy Eucharist (Mt 26)

On Tuesday and Friday, meditate on the “Sorrowful Mysteries”
First Decade: The Agony of Our Lord in the Garden (Matthew 26:36-56)
Second Decade: Our Lord is Scourged at the Pillar (Matthew 27:26)
Third Decade: Our Lord is Crowned with Thorns (Matthew 27:27-31)
Fourth Decade: Our Lord Carries the Cross to Calvary (Matthew 27:32)
Fifth Decade: The Crucifixion of Our Lord (Matthew 27:33-56)

On Wednesday and Sunday, meditate on the “Glorious Mysteries”
First Decade: The Glorious Resurrection of Our Lord (John 20:1-29)
Fourth Decade: The Assumption of Mary into Heaven
Fifth Decade: The Coronation of Mary as Queen of Heaven and Earth

You are encouraged to copy and distribute this sheet.

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Grade 7  
**Lesson 5: The Mission and Message of Jesus**  
Unit One: Knowledge of the Faith

**Scripture:**  
Matthew 5:1-12

**Objective:**  
A greater understanding of the Mission and Message of Jesus Christ, and an ability to use this understanding to deepen their reflection about His life.

**Curriculum Section:**  
Unit One: pages 12-14

**Textbook Section:**  
*The Catholic Faith Handbook for Youth*  
Chapter 5, pages 51-55  
Chapter 7, pages 64-66, 68-70

**Needed Materials:**  
- Class set of *The Catholic Faith Handbook for Youth*  
- Chalkboard or Chart Paper available  
- Paper and writing instruments  
- Class set of Bibles*  
- Five posters (or chart paper or large construction paper)*  
- Coloring instruments*  
- Rosaries*  
- Five candles*  
- *The Luminous Mystery* sheets (pages 65-67)*  
- “How to Recite the Rosary” (page 68)*  
* only needed for optional activities

There are several parts to this lesson plan. However, you do not have to use all of it. It can be arranged to fit your schedule, class time length, resources, and kids!

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<th><strong>Prayer</strong> (page 58)</th>
<th><strong>Opening Activities</strong> (page 59)</th>
<th><strong>The Content</strong> (page 60)</th>
<th><strong>Review</strong> (page 62)</th>
<th><strong>Closing Activities</strong> (page 63)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section offers two options for how to begin your class with prayer.</td>
<td>This section offers two options for how to get your students’ attention in a fun way. These activities are entirely optional.</td>
<td>This section is the core of your lesson where the material from the curriculum is presented. This is the most important section. If you do not have much time, this section should be your top priority.</td>
<td>This section helps you review the content of the lesson with your students.</td>
<td>This section offers two options for how to show your students the material’s relevance within their own lives. These activities are entirely optional.</td>
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**Prayer**

As always, we begin with prayer. Many classes have their own special tradition of beginning with intercessions or a particular prayer of the Church. Even if you already have this wonderful foundation, you may want to incorporate an aspect of the lesson’s subject matter in order to set the stage for the lesson. Here are some suggestions for this particular lesson:

**Option #1** (10 minutes)
- *The Lord’s Prayer*: Jesus gave us the “Our Father” when he taught us how to pray. Write the “Our Father” on the chalkboard or chart paper and ask the students to read over each line of the “Our Father” slowly and prayerfully asking God to reveal its full meaning to them.

**Option #2** (10 minutes)
- *The Prayer of St. Francis*: This prayer sums up St. Francis’ perspective on his life long efforts to live out the Mission and Message of Jesus. Pray this together or have a volunteer read it aloud for everyone.

> Lord, make me an instrument of your peace.  
> Where there is hatred, let me sow love  
> Where there is injury, pardon  
> Where there is doubt, faith  
> Where there is despair, hope  
> Where there is darkness, light  
> Where there is sadness, joy  
> Divine Master,  
> grant that I may not so much seek  
> To be consoled as to console  
> To be understood as to understand,  
> To be loved as to love  
> For it is in giving that we receive,  
> It is in pardoning that we are pardoned,  
> It is in dying that we are born to eternal life.  
> Amen.  
> St. Francis, pray for us!

1/12/2010
Opening Activities
Use as many or as few of these activities as time and resources allow

Option #1 (20 minutes)
- Parable Skits
  Jesus taught through parables, and now we will teach each other through His parables. Break your class into smaller groups and assign each group a parable. Have them look up the parable, read it among themselves, act it out for the rest of the class, and try to explain what the parable can teach us about the Kingdom of God.
  Some parables you may want to use:
  - Mark 13:32-37 – Watchful Servants
  - Matthew 22:1-14 – Wedding Feast of the King’s Son

Option #2 (10 minutes)
- Seeing the Beauty of the Beatitudes in the People around us
  Write each of the Beatitudes down on slips of paper and put them in a cup. Go around the room and have volunteers pick one from the cup. They should read it out loud and then share an example of a way they have seen that Beatitude lived out by some one they know or some one they have heard of (Saints can definitely be used for this activity!). You can find the Beatitudes in Matthew 5:1-12.
The Content
(45 minutes total)

- Previous Knowledge: Ask them what they already know. Why did Jesus come to earth? Why did He need to save humankind?

- Go to the Text

  - As a class read “The Fall from Grace,” “Original Sin,” and “Destined for Glory” on pages 51-55 of The Catholic Faith Handbook for Youth. As you read, stop and ask questions to check their understanding. Some important points/questions that would stress the points in the curriculum would be:
    - Adam and Eve sinned against God and damaged their relationship with Him. When Adam and Eve fell from grace they introduced original sin. Now each human being is born with the stain of original sin. Where can we see the effects of original sin in the world today?
    - Original sin meant death for human kind. God loved humankind so much that He did not leave them to death. He sent His only Son, Jesus Christ, to suffer and die for each person’s sins.
    - Christ’s mission on earth was to save humankind and to bring each person into a personal relationship with the Trinity.

- Previous Knowledge: Ask them what they already know. What are some of the things that Jesus preached about? What did he do during his public ministry? Do you remember any of His miracles?

- Go to the Text

  - As a class read “Jesus’ Mission: Proclaim the Kingdom of God” on pages 64-66 and “Jesus Lives the Kingdom of God” on pages 68-70 of The Catholic Faith Handbook for Youth.
  - As you read the text, keep an on-going list of what is included in the phrase “The Mission and Message of Jesus.” After every to paragraphs or so, stop the reader and allow the whole group to contribute to this on-going list on the board.

1/12/2010
After reading, have each person journal on the following prompt:

- What do you think it would be like if Jesus came into today’s world?
  Who would He hang out with?
  Who would He help?
  What kind of person would He be?
  What would it look like for you to be one of His modern-day disciples?
  What would you do to help His mission?

- You can either have them share in small groups of three or four, or you can ask a few people to share to the whole group. Help them connect what they said that would do to help His mission with what they can do to help His mission.

Questions anyone? Allow the students an opportunity to ask questions.
Review
(10 minutes)
Before the Closing activity, it is necessary to explicitly list the seven main points that were discussed during the lesson. The students can write these points down in their notebook that they will use for review. After going over these points, you can also have them write a summary of the lesson in their own words.

Today’s Top Seven:

❖ In preparation for His public ministry, Jesus was baptized by John the Baptist and overcame the temptations of the Devil in the desert.

❖ Jesus taught about the Kingdom of God through His parables and the way He lived His life.

❖ Jesus made the Kingdom of God present through His life on earth, His love for others, and His miracles.

❖ Christ’s message calls each person to live in a way that prepares them for the coming of the Kingdom of God as well as creating a world that mirrors this Kingdom on earth.

❖ The Beatitudes are a good portrait of what it means to be a part of the Kingdom of God.

❖ Jesus needed His Apostles and Disciples to assist Him in His ministry.
  The Passover Feast (Matthew 26:17-30)

❖ Jesus had compassion for all people. He healed many to show forth His divine mission.
Closing Activities
Use as many or as few of these activities as time and resources allow

Option #1 (50 minutes)

❖ The Luminous Mysteries

- Break the class into five groups. Each group will explore, ponder, and create a poster about one of the five Luminous Mysteries of the Rosary. Give each group coloring materials, a poster (chart paper or a large piece of construction paper will do), a Bible, and one of the Luminous Mystery sheets (found on pages 65-67 of this packet). The directions are also printed on the sheets.

- Before you transition from making the posters to praying the rosary, you may want to spend a few minutes explaining how to pray a rosary. Hand out the rosaries and “How to Recite the Rosary” cheat sheets (page 68).

- A note to the hesitant: If you are thinking to yourself, “there is no way my kids will pray an entire rosary,” please know that I have seen everybody from kindergarteners and high schoolers pray (and even lead) rosaries. However, if you have a particularly rowdy bunch, try the same activity, but just pray one Hail Mary at each station instead of ten.

- If you can reserve the Sanctuary, a chapel, or some sort of prayer garden, bring your group to this space and have them place the posters around the walls in a circle. If it is safe to do so, place a candle in front of each poster.

- Travel around the space praying a decade of the rosary at each poster. Before beginning that mystery of the rosary, you can light the candle and allow the group that made the poster to explain what the mystery is about and the poster they created. If they feel comfortable, have each group lead the decade of the rosary that corresponds to their poster.

Option #2 (5 minutes)

❖ Why did Jesus Come?

(5 minutes)

This is an activity that is a continuation from last week’s lesson plan that you can also continue to use throughout the Christology unit (see other Christology lesson plans). However, it can be
begun at any time.

- On a large piece of chart paper, banner paper, or poster board write in large letters “Why did Jesus come?” (or continue on last’s week’s banner)
- Allow the students to write reasons or draw pictures depicting why they think Jesus came to the World. Remind them to use the knowledge that was discussed during today’s lesson. Also, remind them to leave room on the paper for the following weeks.
The Luminous Mysteries

Cut out the direction slips for each group and hand them out along with a poster, coloring utensils, and a Bible. You may need to move around the room helping the different groups to understand their Luminous Mystery. If you would like to do further research on the meanings of the different Mysteries, there are many on-line resources that provide reflections and other information.

† The First Luminous Mystery: The Baptism of Jesus by John the Baptist
† The Second Luminous Mystery: The Miracle at the Wedding Feast of Cana
† The Third Luminous Mystery: The Proclamation of the Kingdom of God
† The Fourth Luminous Mystery: The Transfiguration of Christ
† The Fifth Luminous Mystery: The Institution of the Eucharist at the Last Supper

The First Luminous Mystery: The Baptism of Jesus by John the Baptist

Directions: The Luminous Mysteries are a set of five events from the ministry of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary’s) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the First Luminous Mystery – “the Baptism of Jesus by John the Baptist.” First, read the following Scripture passage about the Baptism of Jesus: Matthew 3:13-17.

Your poster should include:

❖ A Title: “The First Luminous Mystery: the Baptism of Jesus by John the Baptist”
❖ A picture that conveys your Mystery of the Rosary
❖ A brief explanation of what it is and why you think it is important
❖ A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
❖ A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
The Second Luminous Mystery: The Miracle at the Wedding Feast of Cana

Directions: *The Luminous Mysteries* are a set of five events from the ministry of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary’s) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the *Second Luminous Mystery* – “The Wedding Feast at Cana.” First, read the following Scripture passage about the Wedding Feast at Cana: John 2:1-12.

Your poster should include:

- A Title: “*The Second Luminous Mystery*: the Miracle at the Wedding Feast at Cana”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

The Third Luminous Mystery: The Proclamation of the Kingdom of God

Directions: *The Luminous Mysteries* are a set of five events from the ministry of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary’s) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the *Third Luminous Mystery* – “The Proclamation of the Kingdom.” First, read the following Scripture passage about the Proclamation of the Kingdom of God: Mark 1:15, Mark 2:3-13.

Your poster should include:

- A Title: “*The First Luminous Mystery*: the Proclamation of the Kingdom of God”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

1/12/2010

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The Fourth Luminous Mystery: The Transfiguration of Christ

Directions: The Luminous Mysteries are a set of five events from the ministry of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary's) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Fourth Luminous Mystery – “The Transfiguration of Christ.” First, read the following Scripture passage about the Transfiguration: Luke 9:28-35.

Your poster should include:

- A Title: “The Fourth Luminous Mystery: the Transfiguration of Christ”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

The Fifth Luminous Mystery: The Institution of the Eucharist at the Last Supper

Directions: The Luminous Mysteries are a set of five events from the ministry of Jesus. When we pray the Rosary, during each decade (set of ten Hail Mary’s) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Fifth Luminous Mystery – “The Institution of the Eucharist at the Last Supper.” First, read the following Scripture passage about the Institution of the Eucharist at the Last Supper: Mark 14:22-25.

Your poster should include:

- A Title: “The First Luminous Mystery: the Institution of the Eucharist at the Last Supper”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s humanity or Christ’s divinity
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
How to recite the Holy Rosary

1. SAY THESE PRAYERS...

IN THE NAME of the Father, and of the Son, and of the Holy Spirit. Amen. (As you say this, with your right hand touch your forehead when you say Father, touch your breast when you say Son, touch your left shoulder when you say Holy, and touch your right shoulder when you say Spirit.)

I BELIEVE IN GOD, the Father almighty, Creator of heaven and earth. And in Jesus Christ, His only Son, our Lord, Who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hell. The third day He rose again from the dead. He ascended into Heaven, and sits at the right hand of God, the Father almighty. He shall come again to judge the living and the dead. I 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. Amen.

OUR FATHER, Who art in Heaven, hallowed be Thy Name. Thy kingdom come. 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. And lead us not into temptation, but deliver us from evil. Amen.

HAIL MARY, full of grace, the Lord is with thee. Blessed are thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

GLORY BE to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.

O MY JESUS, forgive us our sins, save us from the fires of Hell, lead all souls to Heaven, especially those in most need of Thy mercy. Amen.

HAIL HOLY QUEEN, mother of mercy, our life, our sweetness, and our hope. To thee do we cry, poor luminous children of Eve. To thee do we send up our sighs, mourning and weeping in this vale of tears. Turn then, most generous advocate, thine eyes of mercy toward us. And after this, our exile, show us the blessed face of thy womb, Jesus. O ever loving, O sweet Virgin Mary. Pray for us, O holy Mother of God, that we may be made worthy of the promises of Christ. Amen.

O GOD, WHOSE only-begotten Son by His life, death and resurrection, has purchased for us the rewards of eternal life; grant, we beseech Thee, that by meditating upon these mysteries of the Most Holy Rosary of the Blessed Virgin Mary, we may obtain what we commend and obtain what they promise, through the same Christ our Lord. Amen.

ANNOUNCE each mystery by saying something like: “The Third Joyful Mystery is the Birth of Our Lord.” This is required only when saying the Rosary in a group.

2. IN THIS ORDER...

IN THE NAME of the Father, and of the Son, and of the Holy Spirit. Amen. (As you say this, with your right hand touch your forehead when you say Father, touch your breast when you say Son, touch your left shoulder when you say Holy, and touch your right shoulder when you say Spirit.)

I BELIEVE IN GOD, the Father almighty, Creator of heaven and earth. And in Jesus Christ, His only Son, our Lord, Who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hell. The third day He rose again from the dead. He ascended into Heaven, and sits at the right hand of God, the Father almighty. He shall come again to judge the living and the dead. I 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. Amen.

OUR FATHER, Who art in Heaven, hallowed be Thy Name. Thy kingdom come. 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. And lead us not into temptation, but deliver us from evil. Amen.

HAIL MARY, full of grace, the Lord is with thee. Blessed are thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

GLORY BE to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.

O MY JESUS, forgive us our sins, save us from the fires of Hell, lead all souls to Heaven, especially those in most need of Thy mercy. Amen.

HAIL HOLY QUEEN, mother of mercy, our life, our sweetness, and our hope. To thee do we cry, poor luminous children of Eve. To thee do we send up our sighs, mourning and weeping in this vale of tears. Turn then, most generous advocate, thine eyes of mercy toward us. And after this, our exile, show us the blessed face of thy womb, Jesus. O ever loving, O sweet Virgin Mary. Pray for us, O holy Mother of God, that we may be made worthy of the promises of Christ. Amen.

O GOD, WHOSE only-begotten Son by His life, death and resurrection, has purchased for us the rewards of eternal life; grant, we beseech Thee, that by meditating upon these mysteries of the Most Holy Rosary of the Blessed Virgin Mary, we may obtain what we commend and obtain what they promise, through the same Christ our Lord. Amen.

ANNOUNCE each mystery by saying something like: “The Third Joyful Mystery is the Birth of Our Lord.” This is required only when saying the Rosary in a group.

3. WHILE TOUCHING THESE BEADS TO KEEP TRACK OF YOUR PROGRESS...

On Monday and Saturday, meditate on the “Joyful Mysteries”

First Decade (Steps 9-22): The Annunciation of Gabriel to Mary (Luke 1:26-38)
Second Decade (Steps 23-36): The Visitation of Mary to Elizabeth (Luke 1:39-56)
Fourth Decade (Steps 51-64): The Presentation of Our Lord (Luke 2:22-38)

On Thursday, meditate on the “Luminous Mysteries”

First Decade: The Baptism of Our Lord in the River Jordan (Matthew 3:13-16)
Second Decade: The Wedding at Cana, when Christ manifested Himself (John 2:1-11)
Third Decade: The Proclamation of the Kingdom of God (Mark 1:14-15)
Fourth Decade: The Transfiguration of Our Lord (Matthew 17:1-8)
Fifth Decade: The Last Supper, when Our Lord gave us the Holy Eucharist (Mt 26)

On Tuesday and Friday, meditate on the “Sorrowful Mysteries”

First Decade: The Agony of Our Lord in the Garden (Matthew 26:36-56)
Second Decade: Our Lord is Scourged at the Pillar (Matthew 27:26)
Third Decade: Our Lord is Crowned with Thorns (Matthew 27:27-31)
Fourth Decade: Our Lord Carries the Cross to Calvary (Matthew 27:32)
Fifth Decade: The Crucifixion of Our Lord (Matthew 27:33-56)

On Wednesday and Sunday, meditate on the “Glorious Mysteries”

First Decade: The Glorious Resurrection of Our Lord (John 20:1-29)
Fourth Decade: The Assumption of Mary into Heaven
Fifth Decade: The Coronation of Mary as Queen of Heaven and Earth

You are encouraged to copy and distribute this sheet.

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### Grade 7

#### Session 6: The Passion and Death of Jesus

**Unit One: Knowledge of the Faith**

**Scripture:**
John 19:17-37

**Objective:**
A greater understanding of the reason why Jesus suffered and died for us.

**Curriculum Section:**
Unit One: pages 14-16

**Textbook Section:**
*The Catholic Faith Handbook for Youth*
Chapter 8, pages 75-77, 78-81
Chapter 18 pages 173-175

**Needed Materials:**
- Class set of *The Catholic Faith Handbook for Youth*
- Chalkboard or chart paper available
- Artwork relating to the Passion and Death of Jesus*
- Paper and writing instruments*
- Meditative lighting and music*
- Five Bibles*
- Five posters (or chart paper or large construction paper)*
- Coloring instruments*
- Rosaries*
- Five candles*
- *The Sorrowful Mystery* Sheets (pages 78-80)*
- “How to Recite the Rosary” cheat sheets (page 81)*

*only needed for optional activities

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There are several parts to this lesson plan. However, you do not have to use all of it. It can be arranged to fit your schedule, class time length, resources, and kids!

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<tr>
<td>This section offers two options for how to begin your class with prayer.</td>
<td>This section offers two options for how to get your students’ attention in a fun way. These activities are entirely optional.</td>
<td>This section is the core of your lesson where the material from the curriculum is presented. This is the most important section. If you do not have much time, this section should be your top priority.</td>
<td>This section helps you review the content of the lesson with your students.</td>
<td>This section offers two options for how to show your students the material’s relevance within their own lives. These activities are entirely optional.</td>
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Prayer

As always, we begin with prayer. Many classes have their own special tradition of beginning with intercessions or a particular prayer of the Church. Even if you already have this wonderful foundation, you may want to incorporate an aspect of the lesson’s subject matter in order to set the stage for the lesson. Here are some suggestions for this particular lesson:

Option #1 (10 minutes)
- **Prayer before a Crucifix**

Because we are going to be reflecting today on the Passion and Death of Christ, it is fitting to begin with a prayer before a crucifix. Set a crucifix in the front of the room or go into the Church in front of the large crucifix.

Good and Gentle Jesus, I kneel before you. I see and ponder your five wounds. My eyes behold what David prophesied about you – “they have pierced my hands and feet; they have counted all my bones.” Engrave on me this image of yourself. Fulfill the yearnings of my heart. Give me faith, hope, and love, repentance for my sins, and true conversion of life.

Amen.

Option #2 (10 minutes)
- **Good Friday Liturgy Connection**

On Good Friday, we begin our prayer with a procession of the cross and this call and response:

**Leader:** Behold the wood of the cross on which is hung our Salvation.

**Response:** O Come let us adore.

Place different pieces of artwork that portray Jesus on the cross (or just the cross itself) around the room. Have different people take turns holding up the pieces of artwork and say the leader’s phrase. Then allow the whole group to say the response. Some ideas for the art work: a crucifix from your home, images printed from on-line, prayer cards, posters (ask someone from the Church if they have any resources you can use).

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Option #3 (10 minutes)
Using Art for Prayer
Find a nice picture of the Michelangelo’s carving of the Pieta which depicts Mary holding Christ after His death and display it before the students. Play soft music and ask the students to reflect on Christ’s suffering and death.
**Opening Activities**

*Use as many or as few of these activities as time and resources allow*

**Option #1 (10 minutes)**
- **Journal prompt**
  
  Write about a time when someone made a sacrifice for you. What did they do? Why did they do it? How did it help you? Were you appreciative at the time? Have them share their responses within partners or with the whole group if they are comfortable doing so.

**Option #2 (10 minutes)**
- **Heroic Examples**

  Cut a piece of construction paper into the shape of a cross. Then, in partners, have everybody try to think of a famous person, a movie character, a person from the community, or a historical figure that can be considered a person who heroically sacrificed himself/herself for the sake of someone/something else. Allow each pair to talk about the person they chose and write the name of the person on the paper cross. Let this be a transition into the content of the lesson: Jesus made the biggest self-sacrifice that any one could ever make, and all of these other people we are honoring are smaller reflections of the ultimate sacrifice that Jesus made for all of us on the cross.
The Content
(45 minutes total)

Go to the Text – This portion of the lesson is broken down into two parts that answer two questions. Write both of these questions on the board or on two separate pieces of chart paper:

- Why did they WANT Him to die?
- Why did He HAVE to die for us?

Why did they WANT Him to die?
- Ask them what they already know or think about this question. Write down some of their answers on the board/chart paper.
- As a class, read “The Jewish and Roman Leaders Wanted Jesus Dead” on pages 75-77.
- As you read, stop occasionally to add answers to the list you already began on the board/chart paper.

Why did He HAVE to die for us?
- Ask them what they already know or think about this question. Write down some of their answers on the board/chart paper.
- As a class, read “The Religious Meaning of the Cross” on pages 78-81
- As you read, stop occasionally to add answers to the list you already began on the board/chart paper.

Previous Knowledge: Ask them what they already know. When was the Eucharist instituted? Who taught us how to celebrate the Eucharist? What makes the Eucharist special?

Go to the Text

- As a class, read the section entitled “A Short History of the Eucharist” on pages 173-175 in The Catholic Faith Handbook for Youth. As you go through the reading, occasionally stop and ask questions. Make sure to stress the following points from the Curriculum:
  - The Night before He died Jesus celebrated the Passover with His Apostles and instituted the Eucharist.
• After giving them the Eucharist Jesus instructs the Apostles to do “do this in remembrance of me.” At each Mass we celebrate the Eucharist and follow Christ’s command to the Apostles.
• Christ continues to be present to each person in the Eucharist.

❖ Questions anyone? Allow the students an opportunity to ask questions.
Review
(10 minutes)
Before the Closing activity, it is necessary to explicitly list the seven main points that were discussed during the lesson. The students can write these points down in their notebook that they will use for review. After going over these points, you can also have them write a summary of the lesson in their own words.

Today’s Top Seven

- Through the Passion (suffering) and Death of Jesus, the separation between God and humanity – which is caused by sin – has been healed.
- Jesus died on the Cross for our sins.
- The Crucifix is a Catholic devotion to remind us of His great sacrifice.
- Mary suffered as she saw Jesus die and held His dead body in her arms.
- Suffering is part of each person’s life on earth.
- Christ wants us to unite our sufferings with His.
- Through His suffering and death, Christ showed His total love for each and every person.
Closing Activities
Use as many or as few of these activities as time and resources allow.

Option #1 (10 minutes)
- Meditative Reading of the Passion
  Within a meditative environment (dim lighting, reflective music, etc.), read one of the Gospel accounts of the Passion and Death of Jesus.
  - Have each person write down words or phrases that really stick out to them as you read the Scripture passage.
  - Then, allow them time to create some sort of creative expression of the Passion and Death of Jesus – this could be a picture, a poem, a fictional “eyewitness account,” a song, etc.
  - Suggest that they incorporate some of the things that jumped out to them as the passage was read.

Option #2 (50 minutes)
- The Sorrowful Mysteries
  - Break the class into five groups. Each group will explore, ponder, and create a poster about one of the Five Sorrowful Mysteries of the Rosary. Give each group coloring materials, a poster (chart paper or a large piece of construction paper will do), a Bible, and one of the Sorrowful Mystery sheets (pages 78-80). Their directions are also printed on the sheets.
  - Before you transition from making the posters to praying the rosary, you may want to spend a few minutes explaining how to pray a rosary. Hand out the rosaries and “How to Recite the Rosary” cheat sheets (page 81).
  - A note to the hesitant: If you are thinking to yourself, “there is no way my kids will pray an entire rosary,” please know that I have seen everybody from kindergarteners and high schoolers pray (and even lead) rosaries. However, if you have a particularly rowdy bunch, try the same activity, but just pray one Hail Mary at each station instead of ten.
• If you can reserve the Sanctuary, a chapel, or some sort of prayer garden, bring your group to this space and have them place the posters around the walls in a circle. If it is safe to do so, place a candle in front of each poster.
• Travel around the space praying a decade of the rosary at each poster. Before beginning that mystery of the rosary, you can light the candle and allow the group that made the poster to explain what the mystery is about and the poster they created. If they feel comfortable, have each group lead the decade of the rosary that corresponds to their poster.

Option #3 (5 minutes)
❖ Why did Jesus Come?
This is an activity that is a continuation from last week’s lesson plan that you can also continue to use throughout the Christology unit (see other Christology lesson plans). However, it can be begun at any time.
• On a large piece of chart paper, banner paper, or poster board write in large letters “Why did Jesus come?” (or continue on last week’s banner).
• Allow the students to write reasons or draw pictures depicting why they think Jesus came to the world. Remind them to use the knowledge that was discussed during today’s lesson. Also, remind them to leave room on the paper for the following weeks.
The Sorrowful Mysteries

Cut out the direction slips for each group and hand them out along with a poster, coloring instruments, and a Bible. You may need to move around the room helping the different groups to understand their Sorrowful Mystery. If you would like to do further research on the meanings of the different Mysteries, there are many on-line resources that provide reflections and other information.

† The First Sorrowful Mystery: The Agony of Jesus in the Garden
† The Second Sorrowful Mystery: The Scourging of Jesus at the Pillar
† The Third Sorrowful Mystery: The Crowning with Thorns
† The Fourth Sorrowful Mystery: The Carrying of the Cross
† The Fifth Sorrowful Mystery: The Crucifixion and Death of Jesus

The First Sorrowful Mystery: The Agony of Jesus in the Garden

Directions: The Sorrowful Mysteries are a set of five events from the crucifixion of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the First Sorrowful Mystery – “the Agony in the Garden.” First, read the following Scripture passage about the Agony in the Garden: Matthew 26:36-39.

Your poster should include:

❖ A Title: “The First Sorrowful Mystery: the Agony in the Garden”
❖ A picture that conveys your Mystery of the Rosary
❖ A brief explanation of what it is and why you think it is important
❖ A brief explanation of how it reveals Christ’s passion and death
❖ A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

1/12/2010
The Second Sorrowful Mystery: The Scourging of Jesus at the Pillar

Directions: The Sorrowful Mysteries are a set of five events from the crucifixion of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Second Sorrowful Mystery – “The Scouring at the Pillar.” First, read the following Scripture passage about the Scouring at the Pillar: Matthew 27: 1-27.

Your poster should include:

- A Title: “The Second Sorrowful Mystery: the Scouring at the Pillar”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s passion and death
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

The Third Sorrowful Mystery: The Crowning with Thorns

Directions: The Sorrowful Mysteries are a set of five events from the crucifixion of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Third Sorrowful Mystery – “The Crowning with Thorns.” First, read the following Scripture passage about the Crowning with Thorns: Matthew 27:27-31.

Your poster should include:

- A Title: “The Third Sorrowful Mystery: the Crowning with Thorns”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s passion and death
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
The Fourth Sorrowful Mystery: The Carrying of the Cross

Directions: The Sorrowful Mysteries are a set of five events from the crucifixion of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Fourth Sorrowful Mystery – “The Carrying of the Cross.” First, read the following Scripture passage about the Carrying of the Cross: Luke 23:26-32.

Your poster should include:

- A Title: “The Fourth Sorrowful Mystery: the Carrying of the Cross”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s passion and death
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

The Fifth Sorrowful Mystery: The Crucifixion and Death of Jesus

Directions: The Sorrowful Mysteries are a set of five events from the crucifixion of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Fifth Sorrowful Mystery – “The Crucifixion and Death of Jesus.” First, read the following Scripture passage about the Crucifixion and Death of Jesus: John 19:25-27.

Your poster should include:

- A Title: “The Fifth Sorrowful Mystery: the Crucifixion and Death of Jesus”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s passion and death
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
How to recite the Holy Rosary

1. SAY THESE PRAYERS...

IN THE NAME of the Father, and of the
Son, and of the Holy Spirit. Amen. (As you
say this, with your right hand touch your
forehead when you say Father. Touch your
breastbone when you say Son, touch your
left shoulder when you say Holy, and touch
your right shoulder when you say Spirit.)

I BELIEVE IN GOD, the Father almighty,
Creator of heaven and earth. And in Jesus
Christ, His only Son, our Lord, Who was
conceived by the Holy Spirit, born of the
Virgin Mary, suffered under Pontius Pilate,
was crucified, dead, and was buried. He
descended into Hell. The third day He rose
again from the dead. He ascended into
heaven, and sits at the right hand of God,
our Father almighty. He shall come again
to judge the living and the dead. I 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. Amen.

OUR FATHER, Who art in Heaven,
hallowed be Thy Name. Thy kingdom
come. 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. And lead us
not into temptation, but deliver us from evil.

Amen.

HAIL MARY, full of grace, the Lord is
with thee. Blessed art thou among women,
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God, pray for us
sinners, now and at the hour of our death.
Amen.

GLORY BE to the Father, and to the Son,
and to the Holy Spirit. As it was in the
beginning, is now, and ever shall be, world
without end. Amen.

O MY JESUS, forgive us our sins, save us
from the depths of hell, lead all souls to
heaven, especially those most in need of
Thy mercy. Amen.

HAIL HOLY QUEEN, mother of mercy,
one life, our sweetness, and our hope. To
thee we cry, poor banished children of
Eve. To thee we send up sighs, mourning
and weeping in this vale of tears. Turn
then, most gracious advocate, thine
eyes of mercy toward us. And after this,
our exile, show us the blessed fruit of thy
womb, Jesus. O merciful. O loving. O sweet
Virgin Mary. Pray for us. O holy Mother of
God, that we may be worthy of the

O GOD, WHOSE only-begotten Son by
His life, death, and resurrection, has
purchased for us the rewards of eternal life,
grant, we beseech, that by meditating
upon these mysteries of the Most Holy
Rosary of the Blessed Virgin Mary, we may
unite what we contain and obtain what
we promise, through the same Christ our
Lord. Amen.

ANNOUNCE: each mystery by saying
something like: The third Joyful Mystery is
the Birth of Our Lord. This is repeated only
when saying the Rosary in a group.

2. IN THIS ORDER...

INTRODUCTION
1. IN THE NAME.
2. I BELIEVE IN GOD.
3. OUR FATHER.
4. HAIL MARY.
5. HAIL MARY.
6. HAIL MARY.
7. GLORY BE...
8. O MY JESUS.

THE FIRST DECADE
9. ANNOUNCE...
10. OUR FATHER...
11. HAIL MARY...
12. HAIL MARY...
13. HAIL MARY...
14. HAIL MARY...
15. HAIL MARY...
16. HAIL MARY...
17. HAIL MARY...
18. HAIL MARY...
19. HAIL MARY...
20. GLORY BE...
21. O MY JESUS...

THE SECOND DECADE
22. ANNOUNCE...
23. OUR FATHER...
24. HAIL MARY...
25. HAIL MARY...
26. HAIL MARY...
27. HAIL MARY...
28. HAIL MARY...
29. HAIL MARY...
30. HAIL MARY...
31. HAIL MARY...
32. HAIL MARY...
33. HAIL MARY...
34. HAIL MARY...
35. HAIL MARY...
36. GLORY BE...
37. O MY JESUS...

THE THIRD DECADE
38. ANNOUNCE...
39. OUR FATHER...
40. HAIL MARY...
41. HAIL MARY...
42. HAIL MARY...
43. HAIL MARY...
44. HAIL MARY...
45. HAIL MARY...
46. HAIL MARY...
47. HAIL MARY...
48. HAIL MARY...
49. HAIL MARY...
50. GLORY BE...
51. O MY JESUS...

THE FOURTH DECADE
52. ANNOUNCE...
53. OUR FATHER...
54. HAIL MARY...
55. HAIL MARY...
56. HAIL MARY...
57. HAIL MARY...
58. HAIL MARY...
59. HAIL MARY...
60. HAIL MARY...
61. HAIL MARY...
62. HAIL MARY...
63. HAIL MARY...
64. GLORY BE...
65. O MY JESUS...

THE FIFTH DECADE
66. ANNOUNCE...
67. OUR FATHER...
68. HAIL MARY...
69. HAIL MARY...
70. HAIL MARY...
71. HAIL MARY...
72. HAIL MARY...
73. HAIL MARY...
74. HAIL MARY...
75. HAIL MARY...
76. GLORY BE...
77. O MY JESUS...

CONCLUSION
78. HAIL HOLY QUEEN...
79. O GOD, JESUS...
80. HAIL MARY...
81. IN THE NAME.

4. AND SILENTLY MEDITATING ON THESE "Mysteries",
OR EVENTS FROM THE LIVES OF JESUS AND MARY...

On Monday and Saturday, meditate on the "Joyful Mysteries"
First Decade (Steps 9-22): The Annunciation of Gabriel to Mary (Luke 1:26-38)
Second Decade (Steps 23-38): The Visitation of Mary to Elizabeth (Luke 1:39-56)
Fourth Decade (Steps 60-66): The Presentation of Our Lord (Luke 2:22-40)

On Thursday, meditate on the "Luminous Mysteries"
First Decade: The Baptism of Our Lord in the River Jordan (Matthew 3:13-16)
Second Decade: The Wedding at Cana, when Christ manifested Himself (John 2:1-11)
Third Decade: The Enthronement of God (Mark 13:35-37)
Fourth Decade: The Transfiguration of Our Lord (Matthew 17:1-8)
Fifth Decade: The Last Supper, when Our Lord gave us the Holy Eucharist (Mt 26)

On Tuesday and Friday, meditate on the "Sorrowful Mysteries"
First Decade: The Agony Our Lord in the Garden (Matthew 26:36-56)
Second Decade: Our Lord is Scourged at the Pillar (Matthew 27:26)
Third Decade: Our Lord is Crowned with Thorns (Matthew 27:27-31)
Fourth Decade: Our Lord Carries the Cross to Calvary (Matthew 27:32)
Fifth Decade: The Crucifixion of Our Lord (Matthew 27:33-56)

On Wednesday and Sunday, meditate on the "Glorious Mysteries"
First Decade: The Glorious Resurrection of Our Lord (John 20:1-29)
Fourth Decade: The Assumption of Mary into Heaven
Fifth Decade: The Coronation of Mary as Queen of Heaven and Earth

You are encouraged to copy and distribute this sheet.

www.newadvent.org
**Scripture:**

**Objective:**
A greater understanding of the Resurrection and Ascension of Jesus, and an ability to use this understanding to deepen their reflection on the life of Christ.

**Curriculum Section:**
Unit One: pages 16-18

**Textbook Section:**
The Catholic Faith Handbook for Youth
Chapter 9, pages 87-90

**Needed Materials:**
- Class set of The Catholic Faith Handbook for Youth
- Chalkboard or chart paper available
- Bibles
- Catechism of the Catholic Church*
- Exsultet prayer sheet (pages 91-93) and audio recording*
- Plastic Easter eggs*
- Paper and writing instruments*
- Five posters (or chart paper or large construction paper)*
- Coloring instruments*
- Rosaries*
- Five candles*
- Glorious Mystery sheets (pages 94-96)*
- “How to Recite the Rosary” cheat sheets (page 97)*

*only needed for optional activities

There are several parts to this lesson plan. However, you do not have to use all of it. It can be arranged to fit your schedule, class time length, resources, and kids!

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**Prayer**

As always, we begin with prayer. Many classes have their own special tradition of beginning with intercessions or a particular prayer of the Church. Even if you already have this wonderful foundation, you may want to incorporate an aspect of the lesson's subject matter in order to set the stage for the lesson. Here are some suggestions for this particular lesson:

**Option #1 (10 minutes)**
- **Exsultet**
  This prayer is sung during the first portion of the Easter Vigil. There are some manuscripts that suggest that a version of this prayer might have been used by the early Church starting in the Fifth Century. A portion of it can be found on pages 91-93 of this packet. Cut the page into slips, hand them out to everybody in the class, and read it as your opening prayer. If you would like to play a recording of the Exsultet, there are many that can be found through a search engine on-line. One can be found at http://moleski.net/exultet/index.htm

**Option #2 (10 minutes)**
- **Catechism of the Catholic Church, # 655**
  This is a beautiful paragraph within the *Catechism of the Catholic Church* about the Resurrection that can be used as a prayerful reflection at the beginning of the lesson. Slowly read this paragraph and then lead the group in praying a “Glory Be.”
Opening Activities
Use as many or as few of these activities as time and resources allow

Option #1 (10 minutes)
- Easter Egg Hunt
  Because we’re talking about the Resurrection, it’s time for an Easter egg hunt! But, instead of candy, we’re searching for Truth. Fill plastic Easter Eggs with pieces of paper that have different symbols used to relate to the Resurrection: butterfly, light, dolphin, egg, lilies.

  Have the people who find the eggs guess how these items symbolize the Resurrection of Jesus.
  - Butterfly – new life (caterpillar turning into butterfly) and the cocoon (similar to the tomb)
  - Light – the rising sun (“Son”) after the night
  - Dolphin – this is a hard one! In early Church, the dolphin was used as a reference to Jonah in the big fish. The stomach of the whale was also thought to be reminiscent of the tomb, making Jonah’s escape from the “tomb” similar to the Resurrection
  - Egg – new life
  - Lilies – a bulb (which looks quite life-less) surprisingly blossoms into a beautiful flower just as Christ, who was dead, unexpectedly blossomed back into life.

Option #2 (5 minutes)
- Everybody Loves a Happy Ending
  Ask them to think of their favorite happy ending from a movie, book, or television show. Then, allow them to share it with someone sitting near them. After they are finished, point out to them that the Resurrection of Jesus is the ultimate happy ending. Why is this the ultimate? Because it has the biggest possible consequence in the World – it opens up the door to eternal life. This will continue to be explored and explained through the rest of the lesson.
The Content
(45 minutes total)

Piecing Together the Big Picture – Before beginning any discussion about the Resurrection, they must first piece together a picture of what happened in the Resurrection and Ascension of Jesus. The different Gospel accounts show us different parts of the story. Like detectives searching for the whole story, they will see what they can learn from each Gospel, and then put the information together to get the full picture.

- Break the class into four groups. On four index cards or scraps of paper, write down the following Scripture references and then give one to each group (along with a Bible):
  - Mark 15:42—16:19
  - John 19:38—21:25

- Ask them to write down the major events that happen within their Gospel account of the Resurrection.

- Come back together as a large group. On a piece of chart paper or on the board, draw a large timeline similar to the one below:

- Draw lines from below the timeline to add the many main events that the different groups found. The purpose is to try to see all of the events in order. This may create discussion among the different groups to try to order them correctly.
Go to the Text –


Go to the Text

- As a class, read “Jesus’ Ascension” pages 89-90 in The Catholic Faith Handbook for Youth. As you read, stop and ask questions to check their understanding. Some important questions that would stress the points in the curriculum would be:
  - After spending time on earth with His Apostles and disciples after the Resurrection Jesus ascended, body and soul, into Heaven to be with His Father.
  - When Jesus ascended into Heaven He sent His Holy Spirit so that He could be present to all people at all times.
  - Jesus’ Ascension gives us hope that one day we too will join the Trinity in Heaven.

Questions anyone? Allow the students an opportunity to ask questions.
Review
(10 minutes)
Before the Closing activity, it is necessary to explicitly list the seven main points that were discussed during the lesson. They can write these points down in their notebook that they will use for review. After going over these points, you can also have them write a summary of the lesson in their own words.

Today’s Top Seven:

- Through the life, death, and Resurrection and Ascension of Jesus Christ, all humanity has an opportunity to share in the eternal life God has planned for us from the beginning of time.
- The Resurrection is the event in which Jesus, who had been truly dead, brought Himself back to life in a glorious and resurrected body.
- The Ascension is the event in which Jesus left the world to be with His Father in Heaven, thereby allowing Himself to be present through the Holy Spirit to all people everywhere for the rest of time.
- Although the Resurrection can only be fully believed through the gift of Faith, there is enough evidence for the validity of the Resurrection that it is reasonable for one to believe it happened.
- On Easter morning the women who followed Christ in His Passion discovered the empty tomb.
- The Resurrection of Christ confirms for us that Jesus is the Son of God, that all of His teachings are true.
- Each person at death will meet Christ and will be accountable for how they have lived their lives.
Closing Activities
Use as many or as few of these activities as time and resources allow

Option #1 (5 minutes)

❖ Defending the Faith
In partners, have the students write out a small paragraph of “how would you explain the evidence for the Resurrection to a friend that thought it couldn’t be true.”

Option #2 (50 minutes)

❖ The Glorious Mysteries
(50 minutes)

• Break the class into five groups. Each group will explore, ponder, and create a poster about one of the five Glorious Mysteries of the Rosary. Give each group coloring materials, a poster (chart paper or a large piece of construction paper will do), a Bible, and one of the Glorious Mystery sheets (pages 94-96). The directions are also printed on the sheets.

• Before you transition from making the posters to praying the rosary, you may want to spend a few minutes explaining how to pray a rosary. Hand out the rosaries and “How to Pray a Rosary” cheat sheets (page 97).

• A note to the hesitant: If you are thinking to yourself, “there is no way my kids will pray an entire rosary,” please know that I have seen everybody from kindergarteners and high schoolers pray (and even lead) rosaries. However, if you have a particularly rowdy bunch, try the same activity, but just pray one Hail Mary at each station instead of ten.

• If you can reserve the Sanctuary, a chapel, or some sort of prayer garden, bring your group to this space and have them place the posters around the walls in a circle. If it is safe to do so, place a candle in front of each poster.

• Travel around the space praying a decade of the rosary at each poster. Before beginning that mystery of the rosary, you can light the candle and allow the group that made the poster to explain what the mystery is about and the poster they created. If they feel comfortable, have each group lead the decade of the rosary that corresponds to their poster.
Option #3 (5 minutes)

- Why did Jesus Come?

This is an activity that is a continuation from last week’s lesson plan that you can also continue to use throughout the Christology unit (see other Christology lesson plans). However, it can be begun at any time.

- On a large piece of chart paper, banner paper, or poster board write in large letters “Why did Jesus come?” (or continue on last’s week’s banner).

- Allow the students to write reasons or draw pictures depicting why they think Jesus came to the World. Remind them to use the knowledge that was discussed during today’s lesson. Also, remind them to leave room on the paper for the following weeks.
Rejoice, heavenly powers! Sing choirs of angels!
Exult, all creation around God's throne!
Jesus Christ, our King is risen!
Sound the trumpet of salvation!
Rejoice, O earth, in shining splendor,
radiant in the brightness of your King!
Christ has conquered! Glory fills you!
Darkness vanishes for ever!
Rejoice, O Mother Church! Exult in glory!
The risen Savior shines upon you!
Let this place resound with joy,
echoing the mighty song of all God's people!

It is truly right that with full hearts and minds and voices
we should praise the unseen God, the all-powerful Father,
and his only Son, our Lord Jesus Christ.
For Christ has ransomed us with his blood,
and paid for us the price of Adam's sin to our eternal Father!

This is our passover feast,
When Christ, the true Lamb, is slain;
whose blood consecrates the homes of all believers.

This is the night,
when first you saved our fathers:
you freed the people of Israel from their slav'ry, 
and led them dry-shod through the sea.

This is the night, 
when the pillar of fire destroyed the darkness of sin.

This is night, 
when Christians ev'rywhere, 
washed clean of sin and freed from all defilement, 
are restored to grace and grow together in holiness.

This is the night, 
when Jesus broke the chains of death 
and rose triumphant from the grave.

What good would life have been to us, 
had Christ not come as our Redeemer?
Father, how wonderful your care for us! 
How boundless your merciful love!
To ransom a slave you gave away your Son. 
O happy fault, O necessary sin of Adam, 
which gained for us so great a Redeemer!

Most blessed of all nights, 
chosen by God to see Christ rising from the dead!

1/12/2010

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Of this night scripture says:
"The night will be as clear as day:
it will become my light, my joy."
The power of this holy night dispels all evil,
washes guilt away, restores lost innocence,
brings mourners joy;
it casts out hatred, brings us peace,
and humbles earthly pride.

Night truly blessed,
when heaven is wedded to earth
and we are reconciled to God!
The Glorious Mysteries

Cut out the direction slips for each group and hand them out along with a poster, coloring utensils, and a Bible. You may need to move around the room helping the different groups to understand their Glorious Mystery. If you would like to do further research on the meanings of the different Mysteries, there are many on-line resources that provide reflections and other information.

- The First Glorious Mystery: The Resurrection of Jesus Christ
- The Second Glorious Mystery: The Ascension of Jesus Christ into Heaven
- The Third Glorious Mystery: The Descent of the Holy Spirit at Pentecost
- The Fourth Glorious Mystery: The Assumption of Mary into Heaven
- The Fifth Glorious Mystery: The Coronation of Mary as Queen of Heaven and Earth

The First Glorious Mystery: The Resurrection of Jesus Christ

Directions: The Glorious Mysteries are a set of five events from the resurrected life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the First Glorious Mystery – “the Resurrection of Jesus Christ.” First, read the following Scripture passage about the Resurrection of Jesus Christ: Matthew 28:1-6.

Your poster should include:

- A Title: “The First Glorious Mystery: the Resurrection of Jesus Christ”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s Resurrection and Ascension
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
The Second Glorious Mystery: The Ascension of Jesus Christ into Heaven

Directions: The Glorious Mysteries are a set of five events from the resurrected life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Second Glorious Mystery – “the Ascension of Jesus Christ into Heaven. “ First, read the following Scripture passage about the Ascension of Jesus Christ into Heaven: Luke 24:36-51.

Your poster should include:

◆ A Title: “The Second Glorious Mystery: the Ascension of Jesus Christ into Heaven”
◆ A picture that conveys your Mystery of the Rosary
◆ A brief explanation of what it is and why you think it is important
◆ A brief explanation of how it reveals Christ’s Resurrection and Ascension
◆ A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

The Third Glorious Mystery: The Descent of the Holy Spirit at Pentecost

Directions: The Glorious Mysteries are a set of five events from the resurrected life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the third Glorious Mystery – “The Descent of the Holy Spirit at Pentecost.” First, read the following Scripture passage about the Descent of the Holy Spirit at Pentecost: Acts 2:1-4.

Your poster should include:

◆ A Title: “The Third Glorious Mystery: the Descent of the Holy Spirit at Pentecost”
◆ A picture that conveys your Mystery of the Rosary
◆ A brief explanation of what it is and why you think it is important
◆ A brief explanation of how it reveals Christ’s Resurrection and Ascension
◆ A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
The Fourth Glorious Mystery: The Assumption of Mary into Heaven

Directions: The Glorious Mysteries are a set of five events from the resurrected life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Fourth Glorious Mystery — “The Assumption of Mary into Heaven.”

Your poster should include:

- A Title: “The Fourth Glorious Mystery: the Assumption of Mary into Heaven”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s Resurrection and Ascension
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.

The Fifth Glorious Mystery: The Coronation of Mary as Queen of Heaven and Earth

Directions: The Glorious Mysteries are a set of five events from the resurrected life of Jesus. When we pray the Rosary, during each decade (set of ten Hail Marys and an Our Father) we meditate on one of the Mysteries, or events from Jesus’ life. Your job is to create a poster about the Fifth Glorious Mystery — “The Coronation of Mary as Queen of Heaven and Earth.”

- A Title: “The Fifth Glorious Mystery: the Coronation of Mary as Queen of Heaven and Earth”
- A picture that conveys your Mystery of the Rosary
- A brief explanation of what it is and why you think it is important
- A brief explanation of how it reveals Christ’s Resurrection and Ascension
- A one-sentence prayer that relates to your Mystery of the Rosary

Your poster will be used as the focus of our reflection when we pray the Rosary. Be ready to tell us about your Mystery and your poster.
How to recite the Holy Rosary

1. SAY THESE PRAYERS...

IN THE NAME of the Father, and of the Son, and of the Holy Spirit. Amen. (As you say this, with your right hand touch your forehead when you say Father, touch your breast when you say Son, touch your left shoulder when you say Holy, and touch your right shoulder when you say Spirit.)

I BELIEVE IN GOD, the Father almighty, Creator of heaven and earth. And in Jesus Christ, His only Son, our Lord, Who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hell. The third day He rose again from the dead. He ascended into Heaven, and sits at the right hand of God, the Father almighty. He shall come again to judge the living and the dead. I 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. Amen.

OUR FATHER, Who art in Heaven, hallowed be Thy Name. Thy kingdom come. 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. And lead us not into temptation, but deliver us from evil. Amen.

HAIL MARY, full of grace, the Lord is with thee. Blessed art thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

GLORY BE to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and shall be, world without end. Amen.

O MY JESUS, forgive us our sins, save us from the fire of Hell, lead all souls to Heaven, especially those most in need of Thy mercy. Amen.

HAIL HOLY QUEEN, mother of mercy, our life, our sweetness, and our hope. To thee do we cry, poor劳动者 of children of Eve. To thee do we send up our sighs, mourning and weeping in this vale of tears. Turn thine eyes mercifully toward us. And after this, our exile, show us the blessed fruit of thy womb, Jesus. O clement, O loving, O sweet Virgin Mary. Pray for us, O holy Mother of God, that we may be made worthy of the promises of Christ. Amen.

O GOD, WHOSE only-begotten Son by His life, death and resurrection, has purchased for us the rewards of eternal life, grant, we beseech Thee, that by meditating upon these mysteries of the Most Holy Rosary of the Blessed Virgin Mary, we may imitate what they contain and obtain what they promise, through the same Christ our Lord. Amen.

ANNOUNCE each mystery by saying something like: "The third joyful mystery is the Birth of Our Lord. This is required only when saying the Rosary in a group.

2. IN THIS ORDER...

INTRODUCTION
1. IN THE NAME
2. I BELIEVE IN GOD...
3. OUR FATHER...
4. HAIL MARY...
5. HAIL MARY...
6. HAIL MARY...
7. GLORY BE...
8. O MY JESUS...

THE FIRST DECADE
9. ANNOUNCE.
10. OUR FATHER...
11. HAIL MARY...
12. HAIL MARY...
13. HAIL MARY...
14. HAIL MARY...
15. HAIL MARY...
16. HAIL MARY...
17. HAIL MARY...
18. HAIL MARY...
19. HAIL MARY...
20. GLORY BE...
21. O MY JESUS...

THE SECOND DECADE
22. ANNOUNCE.
23. OUR FATHER...
24. HAIL MARY...
25. HAIL MARY...
26. HAIL MARY...
27. HAIL MARY...
28. HAIL MARY...
29. HAIL MARY...
30. HAIL MARY...
31. HAIL MARY...
32. HAIL MARY...
33. HAIL MARY...
34. HAIL MARY...
35. GLORY BE...
36. O MY JESUS...

THE THIRD DECADE
37. ANNOUNCE.
38. OUR FATHER...
39. HAIL MARY...
40. HAIL MARY...
41. HAIL MARY...
42. HAIL MARY...
43. HAIL MARY...
44. HAIL MARY...
45. HAIL MARY...
46. HAIL MARY...
47. HAIL MARY...
48. HAIL MARY...
49. HAIL MARY...
50. GLORY BE...
51. O MY JESUS...

THE FOURTH DECADE
52. ANNOUNCE.
53. OUR FATHER...
54. HAIL MARY...
55. HAIL MARY...
56. HAIL MARY...
57. HAIL MARY...
58. HAIL MARY...
59. HAIL MARY...
60. HAIL MARY...
61. HAIL MARY...
62. HAIL MARY...
63. HAIL MARY...
64. GLORY BE...
65. O MY JESUS...

THE FIFTH DECADE
66. ANNOUNCE.
67. OUR FATHER...
68. HAIL MARY...
69. HAIL MARY...
70. HAIL MARY...
71. HAIL MARY...
72. HAIL MARY...
73. HAIL MARY...
74. HAIL MARY...
75. HAIL MARY...
76. HAIL MARY...
77. GLORY BE...
78. O MY JESUS...

CONCLUSION
79. HAIL HOLY QUEEN...
80. OUR FATHER...
81. IN THE NAME...

4. AND SILENTLY MEDITATING ON THESE "MYSTERIES", OR EVENTS FROM THE LIVES OF JESUS AND MARY...

On Monday and Saturday, meditate on the “Joyful Mysteries”
First Decade: The Annunciation of Gabriel to Mary (Luke 1:26-38)
Second Decade: The Visitation of Mary to Elizabeth (Luke 1:39-56)
Fourth Decade: The Presentation of Our Lord (Luke 2:22-40)

On Thursday, meditate on the “Luminous Mysteries”
First Decade: The Baptism of Our Lord in the River Jordan (Matthew 3:13-16)
Second Decade: The Wedding at Cana, when Christ manifested Himself (John 2:1-11)
Third Decade: The Proclamation of the Kingdom of God (Mark 1:14-15)
Fourth Decade: The Transfiguration of Our Lord (Matthew 17:1-8)
Fifth Decade: The Last Supper, when Our Lord gave us the Holy Eucharist (Mt 26)

On Tuesday and Friday, meditate on the “Sorrowful Mysteries”
First Decade: The Agony of Our Lord in the Garden (Matthew 26:36-56)
Second Decade: Our Lord is scourged at the Pillar (Matthew 27:26)
Third Decade: Our Lord is Crowned with Thorns (Matthew 27:27-31)
Fourth Decade: Our Lord Carries the Cross to Calvary (Matthew 27:32)
Fifth Decade: The Crucifixion of Our Lord (Matthew 27:33-56)

On Wednesday and Sunday, meditate on the “Glorious Mysteries”
Fourth Decade: The Assumption of Mary into Heaven
Fifth Decade: The Coronation of Mary as Queen of Heaven and Earth

You are encouraged to copy and distribute this sheet.
www.newadvent.org
Grade 7  
*Lesson 8: The Person of Christ*  
Unit One: Knowledge of the Faith

**Scripture:**  
John 3:16

**Objective:**  
A greater understanding of what it means to have a personal relationship with Jesus Christ Himself.

**Curriculum Section:**  
Unit One: pages 18-19

**Textbook Section:**  
The Holy Bible: Romans 8

**Needed materials:**  
- Class set of Bibles  
- Paper and writing instruments  
- Whatever is necessary to achieve a Bible Study environment (such as a lamp and a few pillows from home, etc.)  
- Two baskets*  
- Two sets of stationary paper and envelopes for each person*  
- Copies of Scripture passages (pages 108-110)*  
  *only needed for optional activities

There are several parts to this lesson plan. However, you do not have to use all of it. It can be arranged to fit your schedule, class time length, resources, and kids!

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Prayer

As always, we begin with prayer. Many classes have their own special tradition of beginning with intercessions or a particular prayer of the Church. Even if you already have this wonderful foundation, you may want to incorporate an aspect of the lesson’s subject matter in order to set the stage for the lesson. Here are some suggestions for this particular lesson:

Option #1 (10 minutes)

- Morning Offering: say this prayer of offering as a whole group. You may want to make enough copies for everybody and challenge them to say it every morning for one week.

  O Jesus,
  through the Immaculate Heart of Mary,
  I offer You my prayers, works,
  joys and sufferings
  of this day for all the intentions
  of Your Sacred Heart,
  in union with the Holy Sacrifice of the Mass
  throughout the world,
  in reparation for my sins,
  for the intentions of all my relatives and friends,
  and in particular
  for the intentions of the Holy Father.
  Amen.

Option #2 (10 minutes)

- This prayer of St. Ignatius of Loyola was one of the prayer options for the first lesson of this unit. This prayer of commitment is a wonderful way to begin and end the unit centered on the Person of Christ. Before praying this prayer together as a group, pause in a moment of silence and suggest that your students silently think of something that they would like to offer God – maybe a particular feeling they have, someone that they have been praying for, a sin or weakness that they
have been struggling with, something happening in their life that upsets them, something they are thankful for, etc. Ask them to think about this offering to God as the whole group prays St. Ignatius’ prayer of dedication:

*Take O Lord, and receive my entire liberty, my memory, my understanding and my whole will. All that I am and all that I possess You have given me: I surrender it all to You to be disposed of according to Your will. Give me only Your love and Your grace; with these I will be rich enough, and will desire nothing more.*

*Amen*
Opening Activities
Use as many or as few of these activities as time and resources allow

Option #1 (10 minutes)
- Think-Pair-Share
  Allow everybody time to journal briefly about these questions, share the journal response with a partner, and then volunteer to share with the whole group:

  When is the first time you remember hearing about Jesus or a moment when something about Him clicked in your head?
  What did you learn or realize?
  How did it make you feel?

Option #1 (5-10 minutes)
- Your Journey of Faith
  The stories of fellow Christians can be very powerful and inspiring. If you feel comfortable, speak for five minutes about how you have come to appreciate your Catholic Faith and enter into a prayerful relationship with the person of Christ. Or, if there is a high school teenager from your Parish that you think would be willing to share his/her story, then invite them to come in and speak for 5-10 minutes on the same topic.
The Content
(30 minutes total)

- The format of this portion of the lesson plan is going to be different than usual. Instead of using the textbook, the content of the lesson is going to be communicated within a Bible Study format and environment. If you are able, change the environment of the room to be more “home-y” and comfortable with a lamp from home and some floor pillows to sit on.

- Give each person a Bible, three slips of paper (if possible, in three different colors – for our example: pink, blue, and yellow), and something to write on.

- You will be doing a Bible Study on Romans 8:14-17, 28-39. Ask for three volunteers to read the passage.
  - Have the first volunteer read the passage one time. On the first piece of paper (pink), have everybody write a word or phrase that really sticks out to them.
  - Have the second volunteer read the passage again. On the second piece of paper (yellow), have everybody write a question that they have about this passage.
  - Have the third volunteer read the passage one more time. On the third piece of paper (blue), have everybody write down their favorite verse from this passage.

- Go around the circle and have everybody explain ONE of their pieces of paper (which ever one they are most comfortable sharing). Ask them follow-up questions about what they share:
  
  Why is that your favorite verse?
  What do you think it means?
  Why did that word stick out to you?
  Why do you think the writer used that word?
  That’s a great question – does anybody think they have an answer?

  Encourage everybody to respond to the thoughts of the one sharing as much as you can.

- Hopefully, the Bible Study will be carried by the sharing and discussion among the group. However, here are some points that you will want to stress within that discussion:

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- Because of the life, death, and resurrection of Christ, we are now adopted children of God. What does that mean? How do you think God would treat His adopted children?

- What does it mean to be “conformed to the image of His Son”? How can we change our lives so that they look more like the life of Christ?

- Paul is telling us that “all things work together for good for those who love God.” How has God worked for good in your life? For the life of your family?

- NOTHING can separate us from the love of Jesus. The only thing that can separate us from Jesus Himself is our OWN decision not to love Him and be in relationship with Him. Do I love Jesus? Am I trying to be in relationship with Him? What does it mean to be His friend? What does a life that is lived for Jesus look like? How can I talk to Him? What does prayer look like?
Review
(10 minutes)
Before the Closing activity, it is necessary to explicitly list the 7 main points that were discussed during the lesson. They can write these points down in their notebook that they will use for review. After going over these points, you can also have them write a summary of the lesson in their own words.

Today’s Top Seven:

- In the Sacrament of Baptism new life in Christ begins.

- Each time the Sacrament of the Eucharist is received Christ becomes personally present in each person’s body and soul.

- Confirmation strengthens Christ’s life within us through the gifts of the Holy Spirit. Confirmation a completion of graces received at Baptism.

- Sacrament of Reconciliation gives each person the opportunity to have their sins forgiven by Christ strengthens their unity with the Church.

- Each person worships Christ each Sunday by attending Mass. Attendance at Mass is a requirement of the Church.

- Christ calls each person to love others as He does.

- Each person should pray to the Holy Spirit to truly understand the beauty of Christ’s love.
Closing Activities
Use as many or as few of these activities as time and resources allow

Option #1 (15 minutes)
❖ Why did Jesus Come?
This is an activity that is a continuation from last week’s lesson plan (see other Christology lesson plans). If you have been developing this poster through other lessons, this is a good way to conclude the on-going activity.

• Review many of the different comments added to the poster throughout the unit about why Jesus came to earth. Then, bring their attention to the fact that Jesus still would have come to live, die, and rise for the sake of our eternal life EVEN if there was only one person left on the planet. Even if YOU were the only person that would be saved, He still would have come. YOU alone are worth the suffering.

• In big letters, write the word “YOU” across the poster. Then, invite each person to come up to the poster and write their own name.

• Then, invite them to write a prayer to Christ thanking Him for His love and telling Him how they would like to offer their love to Him as well. This is a personal prayer that does not need to be shared with the whole group.

Option #1 (30 minutes)
❖ A Letter for Jesus
This is a prayerful activity that will help your students consider a prayerful relationship with Christ. It involves a good bit of preparation and time, but can be very fruitful.

• Set-up required: It would be best if you can do this activity within the Sanctuary or in a chapel where there is a tabernacle with the Blessed Sacrament present. Make sure that you have enough paper (or stationary), envelopes, and pens for each person in your group. Place two baskets in front of the tabernacle. Leave one basket empty. In the other basket, there will be a sealed envelope for each student (actually write each of their names on individual envelopes). Inside the envelopes, put one of the Scripture passages found on pages 108-110 of this packet (each envelope will get one half sheet of paper). As you place the passages in the
envelopes and write the names of your students on the envelopes, pray that they receive the Scripture passage that God would like for them to read.

- **Directions:**
  - After bringing the group into the Sanctuary, invite them to find a spot to sit that is away from everybody else and write a letter to Jesus.
  - This letter can be a letter committing themselves to Christ, it can be a letter expressing emotions, doubts, concerns, it can be a letter asking for His help in some matter, etc. Whatever it is that they would like to say to Jesus if they ever met Him they can say in this letter. Nobody else will ever read it.
  - After they have been writing in silence for some time, explain that they, when they are ready, may come up to the Tabernacle, place their letter to Jesus in the empty basket, and then take the envelope that has their name on it. They may, of course, read the contents of the envelope.
"Therefore I tell you, do not worry about your life, what you will eat or drink; or about your body, what you will wear. Is not life more important than food, and the body more important than clothes? Look at the birds of the air; they do not sow or reap or store away in barns, and yet your heavenly Father feeds them. Are you not much more valuable than they? Who of you by worrying can add a single hour to his life? "And why do you worry about clothes? See how the lilies of the field grow. They do not labor or spin. Yet I tell you that not even Solomon in all his splendor was dressed like one of these. If that is how God clothes the grass of the field, which is here today and tomorrow is thrown into the fire, will he not much more clothe you, O you of little faith? So do not worry, saying, 'What shall we eat?' or 'What shall we drink?' or 'What shall we wear?' For the pagans run after all these things, and your heavenly Father knows that you need them. But seek first his kingdom and his righteousness, and all these things will be given to you as well. Therefore do not worry about tomorrow, for tomorrow will worry about itself. Each day has enough trouble of its own.

- The Words of Jesus Christ found in Matthew 6:25-34

Jesus continued: "There was a man who had two sons. The younger one said to his father, 'Father, give me my share of the estate.' So he divided his property between them. "Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. After he had spent everything, there was a severe famine in that whole country, and he began to be in need. So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything. "When he came to his senses, he said, 'How many of my father's hired men have food to spare, and here I am starving to death! I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. I am no longer worthy to be called your son; make me like one of your hired men.' So he got up and went to his father. "But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him." The son said to him, 'Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.' "But the father said to his servants, 'Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. Bring the fattened calf and kill it. Let's have a feast and celebrate. For this son of mine was dead and is alive again; he was lost and is found.' So they began to celebrate.

- The Words of Jesus Christ found in Luke 15:11-24
Then Jesus declared, "I am the bread of life. He who comes to me will never go hungry, and he who believes in me will never be thirsty. But as I told you, you have seen me and still you do not believe. All that the Father gives me will come to me, and whoever comes to me I will never drive away. For I have come down from heaven not to do my will but to do the will of him who sent me. And this is the will of him who sent me, that I shall lose none of all that he has given me, but raise them up at the last day. For my Father's will is that everyone who looks to the Son and believes in him shall have eternal life, and I will raise him up at the last day."

- The Words of Jesus Christ found in John 6:34-40

"I am the good shepherd. The good shepherd lays down his life for the sheep. The hired hand is not the shepherd who owns the sheep. So when he sees the wolf coming, he abandons the sheep and runs away. Then the wolf attacks the flock and scatters it. The man runs away because he is a hired hand and cares nothing for the sheep.

"I am the good shepherd; I know my sheep and my sheep know me— just as the Father knows me and I know the Father—and I lay down my life for the sheep. I have other sheep that are not of this sheep pen. I must bring them also. They too will listen to my voice, and there shall be one flock and one shepherd. The reason my Father loves me is that I lay down my life—only to take it up again. No one takes it from me, but I lay it down of my own accord. I have authority to lay it down and authority to take it up again. This command I received from my Father."

- The Words of Jesus Christ found in John 10:11-18
"I am the true vine, and my Father is the gardener. He cuts off every branch in me that bears no fruit, while every branch that does bear fruit he prunes so that it will be even more fruitful. You are already clean because of the word I have spoken to you. Remain in me, and I will remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me. I am the vine; you are the branches. If a man remains in me and I in him, he will bear much fruit; apart from me you can do nothing. If anyone does not remain in me, he is like a branch that is thrown away and withers; such branches are picked up, thrown into the fire and burned. If you remain in me and my words remain in you, ask whatever you wish, and it will be given you. This is to my Father's glory, that you bear much fruit, showing yourselves to be my disciples."

- The Words of Jesus Christ found in John 15:1-8

"As the Father has loved me, so have I loved you. Now remain in my love. If you obey my commands, you will remain in my love, just as I have obeyed my Father's commands and remain in his love. I have told you this so that my joy may be in you and that your joy may be complete. My command is this: Love each other as I have loved you. Greater love has no one than this, that he lay down his life for his friends. You are my friends if you do what I command. I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you. You did not choose me, but I chose you and appointed you to go and bear fruit—fruit that will last. Then the Father will give you whatever you ask in my name. This is my command: Love one another."

- The Words of Jesus Christ found in John 15:9-17