

GRADE EIGHT

ADDITIONAL LESSON NOTES
(OPTIONAL)

TO

LIFE AND MISSION WITH JESUS
TEACHERS BOOK - GRADE EIGHT

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TEACHERS BOOK - GRADE EIGHT

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**GRADE EIGHT – SUPPLEMENT
(OPTIONAL)**

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- Lesson 3: Introduce the Gr.8 RE Book

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Theme 8 -optional

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Lesson 83: 7th + 10th Commandments (cont.)
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Lesson 87: Prayer Service, Confession

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Lesson 89: Discovering Love Through Scripture,
Lesson 90: Sacrament Of Marriage

WEEK 31 (Theme 11)

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Lesson 92: The Catholic Church's Teaching On
Marriage
Lesson 93: Immediate Marriage Preparation

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Lesson 95: Question And Answer Session
Lesson 96: Related Activities on Marriage

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- Lesson 97: Confirmation – the Holy Spirit Comes
Lesson 98: Who is the Holy Spirit
Lesson 99: Rite of Confirmation

WEEK 34 (Theme 12)

- Lesson 100: Review: Corporal and Spiritual Works
of Mercy
Lesson 101: Guidelines for Service
Lesson 102: Go to Witness: Fruits of the Holy
Spirit

WEEK 35 (Theme 12)

- Lesson 103: Fruits of the Holy Spirit (cont.)
Lesson 104: Review. (Activities)
Lesson 105: Practice the rite of Confirmation

LESSON 1 INTRODUCTION

Welcome students back to school.

PRAYER:

Ask the gift of the Holy Spirit to guide us through the school year.

Song - students' choice

Scripture Reading - Teacher's choice

SUGGESTED ACTIVITY:

Teacher draws a large tree on the board with roots, trunk, bark, leaves, fruits, buds. Teacher prepares ahead of time corresponding flash cards.

ROOTS - Who has helped you on your life journey so far?

TRUNK - Name events that have made you strong or have changed your life in some way.

BARK - Who or what protects you?

LEAVES - leaves fall, new ones spring up. What do you need to let go off in your life at this time?

FRUITS - What do you want to achieve this year?

BUDS What are your hopes (dreams) for the future?

Students

- Draw a similar tree in their exercise book.
- Take time to reflect individually on and answer the above questions.
- Share their responses in groups of 2 or 3 students.
- Share as a class the fruits and buds desires and dreams they have as they begin a new school year.

TB ii - Teacher affirms students as persons having good qualities and potential for achievement and happiness in life.

He / she reassures them of God's love for them and of His trust in them.

PRAYER:

Students ask God to bless their hopes and dreams for the new school year.

Provide each student with an **exercise book** to be used exclusively for RE. Encourage them to use it also as journal.

LESSON 2: REVISION

Song and prayer (Students choose one of their favorite songs from Grade Seven.)

LOOKING AT LIFE:

Students recall the title of their Grade seven RE Book. (Response to God's Call)

* Discuss the way people used to send and are still sending messages from one place to another. One person takes the initiative to send the message. The person to whom the message is sent responds or chooses not to respond.

REVIEWING THE MESSAGE:

Last year we learned about the different ways God takes initiative to communicate with us, His children.
(Students recall some of these ways.)

God expects a response from each one of His children. He does not force us. He invites us.

As we begin this new school year, we remember that God has taken the initiative to call each one of us.

What response do we want to give Him?
(Silent reflection.)

Introduction

Song: *Here I am Lord* (Grade Seven book p.156)

Brief review

Students review some important aspects of the Bible they learned last year.

- The Bible - God's Holy Book

- Time Line of the Bible - The Bible covers over two thousand years.
- Books of the Bible (cf. Bible Book Search)
- Salvation History (Old Testament to Jesus)

Concluding prayer

LESSON 3 INTRODUCE THE GRADE EIGHT RE - BOOK (Front cover only)

Prayer: THEME -

LIFE AND MISSION WITH JESUS

(Grade Seven p. 149)

Song: *Bring Forth the Kingdom*

Scripture Readings:

John 15: 16 – 17: Focus on Jesus' Call to be His disciples

Mathew 28: 19 – 20: Focus on Jesus' promise that He is with us always...

Group sharing:

Groups of 4 or 5 students. Distribute students' books. In each group, students will:

- Look closely at the details of the front cover.
- Share insights about the photograph
- Discuss the meaning of the captions:
Our Life and Mission with Jesus.
Catholic Faith and
- Summarize on a poster, in words and pictures, what the title Life and Mission with Jesus means to them.

Class Sharing:

Each group share with the class the contents of their posters.

GRADE EIGHT PROGRAMME:

Teacher's Book ii: Explain the aims of the Grade Eight programme.

- Grow in knowledge and understanding of Christian Life.
- Grow into a closer relationship with Jesus.
- Experience being one with Jesus in His Life and Mission.
- Value their own special call to follow Jesus in loving service for the human family.
- Find fulfillment in life through a generous response.

Look at the Table of Contents.

Give time to students to get acquainted with their books.

Activity:

Students illustrate the theme for this year's programme "Life and Mission with Jesus" in their exercise book.

Concluding song: *Bring forth the kingdom*, p. 7

Bible Book Search

NAME: _____

Total found: _____

The names of all the books in the Bible are hidden in the square below. They are horizontal, vertical, or diagonal. When you find one, circle it and cross it off the list. Books with the same name appear only once.

L O X B E L T U J P H I L E M O N M R C O I V
G A L A T I A N S E S T R P X I L E T O B I T
N U M B E R S O C M R I O H S O T V X L W O C
B A J E E K N Q L U K E S E R E O S I O B I F
O C H H N V I A X N O E M S P A L O T S H T S
P T T U A T S E C C L E S I A S T E S S Y E G
L S V T M P A O G C I H K A A Z H Q T I M S E
E O J X I Y P T I E J O B N M H E Z R A X I R
V F U L R M R N I Y N S V S I O S X J N E N O
I T D S U J O E L O G E C O P Q S W I S D O M
T H I F T R V T B Z N A S L N R A N V L M X A
I E T T H N E C H O C S I I X D L J E K M B N
C A H C U O R H E Y I A K P S T O I M X A T S
U P R A A L S B I X O G Z E P H A N I A H T L O
S O N G O F S O N G S B U I K A I H S C T O I
N S I R E V E L A T I O N O D J A R A X H I Z
E T I S Q X A H Z D E U T E R O N O M Y E P E
H L P M A R K Y A S T H F L A H S N U F W Y C
E E C O R I N T H I A N S M Z N S T E N I X H
M S B V O A A P H I L I P P I A N S L H J C A
I X X R U I Y H D O X Q U R A C X J C I U T R
A C U H S T M A S I R A C H O W A A U R D N I
H E S I F W B R Y P E Z E K I E L H A D G U A
J O N A H O S H A B A K K U K A L B I T E P H
J A D M A C C A B E E S G X M O Q A K E S O L

Matthew Galatians Philmon Zephaniah
Mark Ephesians Hebrews Haggai
Luke Philippians James Zachariah
John & epistles 1, 2, 3 Colossians Peter 1, 2 Malachi
Acts of the Apostles Thessalonians 1, 2 Jude
Romans Timothy 1, 2 Revelation
Corinthians 1, 2 Titus

Genesis

Exodus

Leviticus

Numbers

Deuteronomy

Joanna

Josias

Ruth

Samuel 1, 2

Kings 1, 2

Chronicles 1, 2

Ezra

Nehemiah

Tobit

Judith

Esther

Maccabees 1, 2

Job

Psalms

Proverbs

Ecclesiastes

Song of Songs

Wisdom

Sirach

Isaiah

Jeremiah

Lamentations

Baruch

Ezekiel

Daniel

Hosea

Joel

Amos

Obadiah

Jonah

Micah

Nahum

Habakkuk

THE BIBLE COVERS OVER TWO THOUSAND YEARS

Pre-History	Creation ... Fall
1900	The PATRIARCHS Abraham Jacob Isaac Joseph
1700	Hebrews in EGYPT Prosperous
1500	Hebrews in EGYPT Oppressed
1300	Left Egypt led by Moses Conquer Palestine
1200	The Age of the JUDGES
1000	Two Hebrew Kingdoms under Saul, David, Solomon
900	Two Hebrew Kingdoms Judah (South) Israel (North)
700	722 - Israel conquered by Assyrians and became 'the lost tribes' - JUDAH 612 - Fall of Nineveh
600	606 - Ruled by Egypt 605 - Ruled by Babylon 597 - Jerusalem falls 586 - Jerusalem destroyed EXILE to Babylon
	Under PERSIANS
500	537 - Return from Babylon 516 - Dedicate 2nd temple 444 - Nehemiah Governor
400	397 - Ezra the scribe 333 - Conquered by Alexander the Great
300	Under GREEKS 333 - 142 Alexander the Great
200	Ptolemy Lagi Seleucus Maccabean Revolt
100	Under MACCABEAN Priest Kings (142 - 63) Under ROMAN RULE (from 63)
0	4 B.C. Birth of Christ 26-36 A.D. Pontius Pilate, Roman Procurator
	30 Crucifixion of Jesus
	35 Conversion of Paul
	50-64 Persecution in Rome
	60-70 Jewish rebellion against Rome, Paul executed Titus destroys Jerusalem and Temple - Departs Jews
100	70 New Testament writings 51-105

Time Line pre-history and the time of Israel's ancestors).

INTRODUCTION OF THE GOSPEL WRITERS

THEME 1 - TB p.1 SB p.1-4

ENTHRONE BIBLE PERMANENTLY OR BEFORE EACH LESSON

LESSON 4: THE GOSPELS ARE INSPIRED WRITING

LOOKING AT LIFE:

Tell stories that show that the "Word of God is alive and active" (Hebrews 4:12)

One day a young man and I were waiting for a PMV. The waiting was long. As we began to talk, I found out that we were travelling to the same town, a couple of hours away. His name was James. This is what he shared with me: "Until a few years ago, I was an atheist (*). I did not believe that God exists.

One day, I went to visit my uncle who is a scientist. He has a two-story house. In one of the rooms upstairs, there is a library. With his permission, I went to look at his collection of books. -At one point, I picked up a book and sat down to read. I read and read late into the night. Suddenly, I realized, that I was not reading but that Someone was speaking to me through this special book. My heart was filled with joy and peace. I knew for the first time that God exists and that He was speaking to me through this book (Bible). This experience changed my life.

(* An atheist is someone who does not believe in God)

(Students share similar experiences.)

LOOKING AT THE LIVING WORD:

SB p.1, column 1, TB p.1, paragraph 1

DISCOVERING THE MESSAGE:

Read paragraph entitled "Inspired Writing". Why do we say that inspired writing is a mystery?

What does the Church teach about the books of the Bible?

Those who wrote the Bible are God's instruments.

What part were they called to contribute?

Activity:

Students write the vocabulary words below and their definitions in their exercise books.

EVANGELIST, GOSPEL, INSPIRED WRITING, APOSTLE, MYSTERY

Song Prayer

Make Our Hearts, O Lord... (TB p.146 in Grade 7) p. 7

FOR MY LIFE:

I will use my Bible with respect and gratitude. If I do not have one, I will save money to buy my own as soon as possible.

LESSON 5: THE CHARACTER BACKGROUND OF MATTHEW

TB p.1 SB p.1-2 (Matthew)

LOOKING AT LIFE

Every Sunday or any time we go to Mass, there is a part we call the "Liturgy of the Word". After the singing of the ALLELUIA, the priest reads a passage from one of the Gospels.

What does the priest say? ('A reading from the Holy Gospel according to Matthew' or [Mark, Luke or John]).

Review the vocabulary words of lesson 1. Introduce the vocabulary words for this lesson:

**TAX COLLECTOR, TRAITOR,
DISHONEST, OUTCAST, FEASTDAY,
TRADITION**

LOOKING AT THE LIVING WORD:
SB p.1-2: Matthew 9:10-13

DISCOVERING THE MESSAGE:
Read Matthew 9:10-13
What is its message for us?

(Write on the board MATTHEW
Students call out what they remember reading
about Matthew.

1. Before being called by Jesus,
2. Called by Jesus,
3. After Jesus' Ascension

Students locate Capernaum and Damascus on
the map. Page 1)

Activity:
Students write the new vocabulary words
with their definitions in their exercise
books.

FOR MY LIFE:
I will pray for those who work with money
as their occupation that they may remain
honest and keep a sense of priorities in
their lives.

Song prayer: *Make our hearts, o lord*
....(Previous lesson) p. 7

LESSON 6: THE CHARACTER BACKGROUND OF MARK Map of Asia Minor Page V

LOOKING AT LIFE:
What happens in our villages when
someone has a message to give but does
not speak the language of the people? (
need for an interpreter)

Introduce the word "Interpreter" - one who
explains the meaning of what has been
said or of what is written.

What should be the qualities of an
interpreter?

LOOKING AT THE LIVING WORD:
SB p.2 (2nd column)

DISCOVERING THE MESSAGE:
Read and discuss SB p.2 second column.

Write important points about Mark,
Evangelist. (Emphasize Mark's
relationship with Peter)

Students locate Asia Minor and Cyprus on
the map.

Describe the Gospel Mark wrote. (It is the
shortest, the oldest. Mark wrote it in a way
that everyone may enjoy reading its Good
News.

Activity: Students memorize the meaning
of the vocabulary words. They continue
drawing the map of Palestine

FOR MY LIFE:
During this week, I will try to read the
whole Gospel of Mark.

LESSON 7: THE CHARACTER BACKGROUND OF LUKE

LOOKING AT LIFE:

Review vocabulary words lessons 1, 2, 3).
Include the word GENTILES

Which of the Gospel writers did we talk about? What other names do we hear? Today we talk about Luke.

Remind students that Luke's Feastday is on October 18th.

LOOKING AT THE LIVING WORD:

SB p.3 (1st column)

Luke 4:38-41 Jesus heals many people

5:12-16 Jesus heals a man with a skin disease

8:40-56 Jesus heals Jairus' daughter and the woman who touched Jesus

DISCOVERING THE MESSAGE:

Discuss SB p.3

Where was Luke born? Locate Antioch on the map. (Page V)

What are we told about Luke? (write on the board)

Divide the class into small groups. Have each group read the following passages from Luke:

4:38-41, 5:12-16, 8:40-56

After each passage, students list questions they would like to ask Luke.

Role play (Luke-student)

FOR MY LIFE:

When I'm not feeling well I will remember one of the stories we just read and ask Jesus for healing.

LESSON 8: THE CHARACTER BACKGROUND OF JOHN

LOOKING AT LIFE:

Students share with a partner answers to the following questions:

Is there one person (other than your parents) by whom you feel very much loved? Who is this person? What makes you say that this person loves you? Invite students to share in the large group.

In our lesson today, we are going to read about John. John felt very much loved by Jesus.

LOOKING AT THE LIVING WORD:

SB p.3, John 13:23

DISCOVERING THE MESSAGE:

SB p.3

Read and discuss what the reading says about John before his call, and after he became an apostle.

Students locate the Sea of Galilee and Jerusalem on the map. (Page I)

Tell the story about John.

"When John was very old, the people carried him to the place where the Christians had assembled for worship. Each time he preached, he said the same thing. 'Little children, love one another.' The people grew tired of hearing the same thing each time they met. They asked him if he could talk on a different topic. But he said this was the Lord's word, and if they really did this, they would do enough." (from "Modern Saints")

Activity:

Write the names of the

12 apostles.

Who was the youngest?

How did he describe himself? (The disciple whom Jesus loved.)

Crossword puzzle SB page 4

Prayer / Song: Yes, Jesus loves me (3x), the Bible tells me so.

FOR MY LIFE:

Do I feel loved like John? -

The truth is, I am the one Jesus loves. (Write this on a bookmark.)

LESSON 9: REVIEW / ASSIGNMENT

Cross-word puzzle (Correct it. For answers cf. TB)

Group activity: SB p.3

Group students according to the activity of their choice.

1. Make a group poster showing a scene from the background of either Matthew, Mark, Luke or John.

2. Write a News Report or prepare a drama about one of the Evangelists. Groups report to the whole class. Groups report to the whole class.

Conclusion:

Prayer or song to thank God for inspiring and leading Matthew, Mark, Luke and John to write the Gospels. Ask God to help us understand the meaning of the Gospels. (TB p. 1)

BRING FORTH THE KINGDOM

Marty Haugen

1=2

MAKE OUR HEARTS, O LORD

L. 4

treble

THEME 2: WHO IS JESUS FOR THE EVANGELISTS AND FOR ME

TB P.2-3, SB p.5-6

ENTHRONE BIBLE PERMANENTLY OR BEFORE EACH LESSON

LESSON 10: SYMBOL GIVEN TO EACH EVANGELIST IN THE TRADITION OF THE CHURCH

(TB p.2)

LOOKING AT LIFE:

Review the meaning of Evangelists, Gospel, Inspired Writing

Define the word Symbol (an object or picture that reminds us of something special about a person)

Students give examples of symbols and what they mean. (e.g. heart, open hands, a flower, an animal, a cross, etc...)

LOOKING AT THE LIVING WORD:

Matthew 1:1-17, Mark 1:1-4, Luke 1:8-11, John 1:1-10

DISCOVERING THE MESSAGE:

Students try to guess each Evangelist's symbol.

Write on the board the following word symbols for the Evangelists (a young man, a lion, an ox, an eagle)

Students discover how the Church came up with a given symbol for each Evangelist by looking at the first chapter in each of the four Gospels.

Read Matthew 1:1-17.

How does the Gospel according to Matthew begin? (It begins with the

genealogy of Christ, His human family life).

What could the symbol for Matthew be? Matthew stresses Jesus' human and kingly character.

Read Mark 1:1-4.

How does this Gospel begin?

What animal do we expect to see in a desert?

What is the symbol for Mark? Mark stresses that Jesus is the Son of God.

Read Luke 1:8-11.

How does this Gospel begin? (Zechariah the priest - Priests offered sacrifices in the Temple) What animal did they kill to offer as sacrifice?

What could be the symbol for Luke? Luke stresses the sacrifice of Jesus.

Read John 1:1-10.

John begins his Gospel with the high mysteries of God.

What are these mysteries?

What is the symbol for John? (Eagles fly higher than other birds).

Activity:

Students draw a poster representing the four Evangelists and the Traditional Symbol for each one.

LESSON 11: WHO IS JESUS FOR MATTHEW

LOOKING AT LIFE:

TB p. 2 First two lines

Today we are going to reflect on one of the Evangelists, Matthew.

LOOKING AT THE LIVING WORD:

SB p.5

Matthew 1:22-24, 2:14-18, 5:21-22,
5:38-39, 5:43-44

DISCOVERING THE MESSAGE:

Students call out the sub-topics of chapters 1 and 2 of Matthew. What is the main theme of these 2 chapters?

Students read silently Matthew 1:22-24 and 2:14-18. When we compare these 2 references, what do we discover they both have in common? (Both passages mentioned that "This happened to make what the Lord had said through the prophets come true".)

SB p. 5. Read the paragraph about Matthew.

For whom did Matthew write? (Jewish community. Jews were waiting for the Messiah.)

What did Matthew try to tell them? (Don't wait any more. The Messiah has come in

the person of Jesus. Jesus is the Messiah.)

Why does Matthew call Jesus "The New Moses"? (God gave the Ten Commandments to Moses in the O.T. God gives a new Law through Jesus in the Sermon on the Mount. The new Law Jesus gives us is written in Matthew chapters 5, 6, and 7.)

Students take turns reading and discussing Matthew 5:21-22, 5:38-39, 5:43-44. One student reads the first verse "You have heard...", another student responds with the second verse "but now"

Matthew is making a connection with the Old Testament.

FOR MY LIFE: From our lesson today, I will remember that
JESUS IS THE MESSIAH, THE NEW MOSES.

LESSON 12: WHO IS JESUS FOR MARK

SB p.5, TB p.3

LOOKING AT LIFE:

In small groups, students think of an older person whom they know very well and love and with whom they spend much time. What stories does this person tell you about someone they have known very well?

In our lesson today, we will see that the Evangelist Mark knew Peter very well. Peter told Mark a lot about Jesus. He recounted to Mark the events in which he had participated. Through Peter and the help of the Holy Spirit, Mark discovered who Jesus was.

LOOKING AT THE LIVING WORD:

Write on the board: WHO IS THIS MAN? Draw steps to help students discover progressively who Jesus is for Mark.

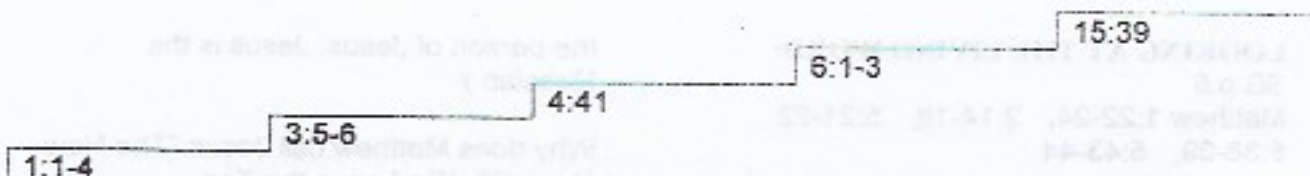
SB p.5

Mark 1:1-4, 3:1-6, 4:41, 6:1-3, 15:39

DISCOVERING THE MESSAGE:

Students recall what they learned about Mark in lesson 6, theme 1. What symbol is used for Mark?

Read SB p. 5. **Explain:** Mark wrote his Gospel for Christian Jews and for the Gentiles converted to Christianity. They were already believers but they needed to be encouraged because they were being persecuted by the Roman Emperor. Mark urges the Christians to carry their cross like Jesus did.



Students take turns reading each Scripture passage. Discuss each passage. Summarize what Mark says about Jesus.

1:1-4 Jesus is the Son of God / 3:5-6 Jesus has power and authority over sickness / 4:41 Jesus has power over the forces of nature / 6:1-3 Jesus has

wisdom and power to perform miracles / 15:39 Jesus is truly the Son of God.

FOR MY LIFE: Jesus is the Son of God. **Prayer Experience:** Students spend a little time in silence. They choose the passage from Mark that speaks to them of Jesus' power and authority.

LESSON 13: WHO IS JESUS FOR LUKE?

SB p.5

LOOKING AT LIFE:

Students recall what they learned about Luke in lesson 7, theme 1. What symbol is used for Luke?

LOOKING AT THE LIVING WORD:

SB p. 5, TB p. 3

Luke 7:36-50, 8:1-3, 10:25-37, 10:38-42, 17:11-19

DISCOVERING THE MESSAGE:

Read SB p. 5 "Luke"

Luke speaks of Jesus as being _____ and _____. (human and compassionate)

Jesus showed His compassion to the people who were taken for granted, looked down upon or rejected. Who were some of these people?

Group work / Divide the class into groups of 4 or 5 students..

In each group:

Students pray that God may help them understand who Jesus is for Luke in each one of the passages.

Students read each of the Scripture passages suggested. (see above)

After the reading of a passage, students answer the question: What does it say about Jesus?

FOR MY LIFE:

I will remember that Jesus is our SAVIOR. He is loving and compassionate. I will call upon Jesus in all of my needs.

Activity: Ask for volunteers to prepare the following readings for the next lesson: John 3:1-21, 4:1-30, 9:1-12

LESSON 14: WHO IS JESUS FOR JOHN?

SB p.5, TB p.3

LOOKING AT LIFE:

Review SB p.3 John, Evangelist and Apostle. What symbol is used for John?

LOOKING AT THE LIVING WORD:

SB p.5

John 1:1, 3:1-21, 4:1-30, 9:1-12, 14:6

DISCOVERING THE MESSAGE:

Read SB p.5. Discuss.

Read John 1:1, 6:35, 14:6.

What do these passages say about Jesus?

Group I - Volunteer students take turns reading or dramatizing John 3:1-21, Jesus

and Nicodemus. Students discuss what is revealed about Jesus in this passage.

Group II - Volunteer students read 4:1-30. Jesus and the Samaritan Woman. Students discuss what is revealed about Jesus in this passage.

Group III - Volunteer students read John 9:1-12.

Jesus heals a man born blind. Students discuss what is revealed about Jesus in this passage.

Draw a time line. Explain that John wrote his Gospel much later than the other Evangelists.

JESUS

APOSTLES' PREACHING

EVANGELISTS

Mark

Matthew

Luke

John

FOR MY LIFE: I will remember that Jesus is God as well as MAN.

Table chart: Use words from the Gospels. E.g. Son of God, Compassionate one, Forgiver, etc

EVANGELIST	SYMBOL	AUDIENCE	WHO IS JESUS FOR THE EVANGELIST?
E.g. Luke			Healer

LESSON 15: DESCRIBE WHO JESUS IS FOR YOU AT THIS TIME IN YOUR LIFE?

SB p.6

Do table chart, page 12

LOOKING AT THE LIVING WORD:

Matthew 16: 13-17 Teacher reads slowly and reverently.

FOR MY LIFE:
Prayer Experience:

1. Listen to Jesus asking you the same question that He asked His disciples.
Who do you say that I am? Respond to Jesus quietly within your heart. (Pause)

2. SB p.6 Speak to Jesus quietly within your heart about yourself.
Answer the following questions in your heart and then in your exercise book:

What are the challenges, joys, sorrows or difficulties that you are experiencing in your life today?

How is Jesus helping you through your life?

Do you spend some time with Jesus in daily prayer? Write a short prayer.

THE MYSTERY OF THE INCARNATION - THEME 3

THEME 3A: JESUS' RELATIONSHIP WITH THE FATHER

LESSON 16: INTRODUCTION:

THE MYSTERY OF THE INCARNATION IS A MYSTERY OF LOVE.

LOOKING AT LIFE:

SB p. 8. (Write answers in your exercise book, then share with a partner, small group or class.)

1. How do you know that someone loves you?
2. Why is it easy to trust them, to talk to them, to ask them for help, to call them friends, and to love them?

LOOKING AT THE LIVING WORD:

(Introduce the theme)

At one point in time, God showed His great and merciful love for us by becoming man in the person of Jesus Christ. God, our great God who made heaven and earth and everything became man in the person of His Son. This is a great mystery, something too big, too infinite for us to understand.

We will talk about this great mystery. We call it the **Mystery of the Incarnation**.

DISCOVERING THE MESSAGE:

Vocabulary Study:

Incarnation, mystery, infancy narratives, prophecy, Saviour, Transfiguration, ancestor, Annunciation.

Students write words and definitions in their exercise books.

Re-enforce the study of the above new words by means of the word search below. (Prepare a chart beforehand)

Write on the board:

THE MYSTERY OF THE INCARNATION

- A. Jesus' relationship with the Father
- B. Mary in the mystery of salvation
- C. Jesus, the Word became flesh

Invite students to share what they already know about each sub-theme

Song: p. 29

1. O Lord my God, when I in awesome wonder, consider all the works your hands have made.

And see the stars, and hear the mighty thunder, your power throughout the universe displayed.

Chorus: Then sings my soul, my Saviour and my God: How great you are, how great you are!

2. And when I think that God, His Son not sparing sent him to die, I hardly take it in. That on the cross, my burden gladly bearing, he bled and died to take away my sin.

C	L	M	O	S	N	A	R	R	A	T	I	V	E	S	P
S	Y	C	S	P	A	B	C	D	N	E	N	F	G	H	I
E	S	J	S	K	L	M	N	X	N	W	F	V	S	L	A
X	T	R	A	N	S	F	I	G	U	R	A	T	I	O	N
R	E	L	V	C	P	N	O	K	N	L	N	D	X	M	C
Y	R	E	I	O	P	K	L	E	C	U	C	V	G	S	E
Q	Y	B	O	F	X	V	U	O	I	F	Y	A	J	K	S
O	P	M	U	E	Y	J	C	M	A	N	U	D	A	N	T
T	R	K	R	C	B	L	J	F	T	O	C	O	P	V	O
B	P	R	O	P	H	E	C	Y	I	S	J	K	L	M	R
I	N	C	A	R	N	A	T	I	O	N	X	W	Y	O	N
R	A	O	X	J	D	N	P	S	N	K	W	E	A	N	P

LESSON 17. JESUS' RELATIONSHIP WITH THE FATHER

LOOKING AT LIFE:

Talk about sons or daughters being so proud of their parents that they want to tell everyone about them.

In our lesson today, we are going to reflect on Jesus. Jesus had such a great love for His Father that He wanted to make His Father known to us.

LOOKING AT THE LIVING WORD:

SB p.7, read paragraphs 1, "Jesus of Nazareth....." plus column 2.

DISCOVERING THE MESSAGE:

SB p. 7. Read and discuss paragraph 1. Emphasize that Jesus knows the Father since He is the Word of God who was with the Father before becoming man. Jesus has revealed His knowledge of His Father. He has made known to us that God is a loving Father. When we read the Gospels, we find that Jesus uses the image of the Father about 177 times or more. Find some of these passages. (Look at INDEX: "Father")

Just before He died on the cross, Jesus prayed to the Father

SB p.7

Read first three paragraphs column 2. Discuss.

What were the attitudes of Jesus toward the Father?

What did Jesus do before each important event of His life?

What did Jesus share with His Apostles? (He shared His great love for the Father. He taught them that God the Father, whom He loves so much, is also our Father. He taught them to call Him "Father" and to pray the Our Father.)

* SB 7. Jesus told us:

"Ask and youknock....."
(Matthew 7:7-8)

Jesus showed us that He had complete trust in the Father. He asks us to go to our Father in prayer with total trust.

Prayer: Students present their needs to our Heavenly Father. After each petition, all respond: Father, hear our prayer.

Students pray or sing the **Our Father.**

FOR MY LIFE:

I will ask the Father to help me in all of my needs.

Song: *Father in my Life I see.* p. 44

LESSON 18: JESUS TEACHES US HOW TO RELATE TO THE FATHER

SB p.7 (2nd paragraph)

LOOKING AT LIFE:

Story: One day I stood close to an anthill and watched the activity of the ants. They were moving, running in this and that direction. Each one seemed to know exactly where to go. Each one was busy doing something. Each one seemed to know exactly what to do. I wondered who was their leader. I knew that they have a queen like the bees. I noticed some ants were carrying eggs around, moving them from one place to another. Some were

carrying little bits of food and some were soldiers guarding the anthill. They seemed very organized. I wondered if they knew who created them, organized them and cared for them.

Students share insights and imagine how ants could be aware of God's love.

Explain: The Bible tells us that God found a very special way of telling us that He really is and how loving He is. God revealed himself by becoming one of us in the Person of His Son Jesus. This is a great mystery.

LOOKING AT THE LIVING WORD:
SB p.7 (2nd paragraph). John 14:9

DISCOVERING THE MESSAGE:

Discuss:

The Father sent His Son to be among us, remaining truly God and becoming truly man.

How do we call this great mystery?
(Incarnation)

"Jesus' eternal love for the Father took on a human form."

Students find John 14:9 and read:

"Whoever has seen me, has seen the Father."

What does Jesus teach us about relating to the Father? (Answers in paragraph 2, p.7)

Do I believe that Jesus loves me?

Do I believe that Jesus' Father is also my Father?

Prayer experience:

The air surrounds us at every moment of our existence. It not only surrounds us but

it is within us. (The oxygen from the air is present in all the cells of our body).

Whether we are aware of it or not, the air keeps our body alive. It is the same with God's presence. Jesus was aware of His Father's presence in and around Him. His whole life, His words and His prayer showed that He lived in constant union with His Father.

Jesus reminds all of us that God our Father is with us everywhere and at all times. He calls each one of us to be one with Him. How is this possible? (Jesus always obeyed His Father lovingly. We too must obey the commandments.) God's presence is like the air. It surrounds us....

Students become aware of their breathing. Breathing in... Breathing out.... (several times)

Instruct students to close their eyes. As they breathe in, pray "God"... As they breathe out, pray "Father". Repeat several times.

After a few moments of silence, pray the Our Father.

FOR MY LIFE:

I will do the breathing prayer often.

LESSON 19: GOD'S LOVE FOR ME / MY RESPONSE TO GOD

SB p.8 (Discussion)

Song: *Only a Shadow* p. 29

Review: Vocabulary words (cf Lesson 16)

Discussion (SB p.8)

Students divide a blank page of their exercise book into four equal parts, labeling them 1, 2, 3, 4. In each one of the parts, students write the corresponding question from their SB.

1. Students answer individually each of the four questions.

2. Students share the responses to questions 1, 2 and 3 with as partner.
3. Class discussion / Question 4

FOR MY LIFE:

I will call upon God for help in the difficult situations or challenges I find myself in.

Prayer/ Pray with the students one of the psalms for help.

(e.g. psalm 119:169-176, psalm 130, psalm 142 or others)

Song: *Only a shadow... p. 29*

1. *The love I have for you, my Lord is only a shadow of your love for me.
Only a shadow of your love for me:
Your deep abiding love.*
2. *My own belief in you, my Lord is only a shadow of your faith in me.*

Only a shadow of your faith in me: Your deep and lasting faith.

3. *My life is in your hands. My love for you will grow, my God. Your light in me will shine.*

LESSON 20: MY RESPONSE TO THE LOVE I HAVE RECEIVED FROM GOD AND FROM OTHERS.

SB p. 8-9

LOOKING AT LIFE:

TRUE STORY: One day a lady's car ran off the road and got stuck in the mud. A big truck came along and pulled her out. When the lady offered to pay the truck driver, he refused to take the money and told the lady why. "This morning," he said, "a mechanic fixed two of my tires but he would not take any money for his work. He said he starts everyday by doing someone a favour for free; this brings God's blessings on his day." But then he told me: "Now you have to do the same thing. The first chance you have today, you have to do someone a favour for free. Okay?"

The next day that Lady found a mother whose child was very sick. She offered to drive them to the hospital for free. Everyday that lady found someone who needed her help. She helped them without asking for compensation. But she always told those people that they, in turn, had to do a favour for someone for free. Can you now imagine what a long line of kindness was started by the mechanic who fixed the truck driver's tires for free?

(From *A Thought for Today* by F. Mihalic)

Discuss the story above. Students think of situations in which someone has reflected the love that God the Father has for them. Share with the whole class.

What would happen in our country and in the whole world if everyone would return a favour received from someone with the making of a favour to another person?

LOOKING AT THE LIVING WORD:

John 13:34-35

"God has plans for my present life and for eternal life. He has given me special gifts

to share in love for Him, myself and others."

DISCOVERING THE MESSAGE:

Discuss John 13:34-35. Jesus has done exactly what the gentleman in the story did. Everything that Jesus did was completely free. He has asked us: "As I have loved you, so must you love one another". Jesus asks to be like Him, to love others as He loves them.

SB p.8 Read and discuss: "God has plans for my present" I am very special. God has chosen me to do something that only I can do.

God has a special plan for my life. I may not be aware of it yet. As I get older, this plan will get a bit clearer.
I have been given special gifts to help me fulfill God's plan.

Students spend a few minutes thinking about their special gifts, jotting them down in their exercise books.

Group work: Students take turns sharing the gifts they know they have.

FOR MY LIFE: SB p. 9:

When I look into a mirror, I see my own image reflected. I should be like a mirror and reflect God's love. I will thank God, our Father, for his great love for me and reflect his love to others.

I will take time to pray alone with God. Did I love as Jesus would have loved today? What will I do in word or action tomorrow?

LESSON 21: REVISION AND PRAYERFUL REFLECTION

SB p.8 (Reflection without top paragraph)

Briefly review essential contents of lessons 16, 17, 18, 19

Explain that Jesus' revelation of the Father's love for each of us, and for me in particular, is so important that, in this new

lesson, we want to take time to think more about this mystery and about its meaning for our lives.

SB p.8 .Students take turns reading the reference and its message.

Guided prayer:

Jesus says:	We say:
The Father and I are one. (John 10:30)	Jesus help us to stay close to You.
Do not let your hearts be troubled, trust in God, and trust in me. (John 14:1)	Jesus I trust in You.
If you love me, you will keep my words. (John 14:23)	Jesus I love you and I will keep your words.
I love the Father, that is why I do everything as He commands me. (John 16:27)	Jesus help us to grow in our love for You.
I am not alone because the Father is with me. (John 16:32)	Jesus I believe that You are always with me.
There is no need to be afraid. You are worth more than hundreds of sparrows. (Lk 12:7)	Thank You Jesus for making us so special.

Song: p. 44

We thank you father (cf Grade 7 TB p.157)

Activity:

Students choose the Scripture passage from the above references. which they feel would be good for their lives at this time.

Students illustrate the Scripture passage they have chosen..

MARY IN THE MYSTERY OF SALVATION -THEME 3B

LESSON 22: GOD PREPARED MARY TO BE THE MOTHER OF JESUS OUR SAVIOUR

TB p.5, SB p.10

LOOKING AT LIFE:

Review vocabulary Words from 3A:
Incarnation, mystery, infancy narratives,
prophecy, Saviour, Transfiguration,
ancestor, Annunciation

Reflection: "Have there been times in your
life when you were asked by your friends,
parents, teachers or others, to do
something but did not understand why?"
(cf. SB p.10)

Examples: (cf SB p. 10)

When you chose to say "Yes" to what was
asked of you, how, did you feel?

Students reflect on the above questions
and share.

Mary was asked to do something which
she did not understand.

LOOKING AT THE WORD:

Luke 1:28-38 . *SB p. 10.

DISCOVERING THE MESSAGE:

Discuss the passage.

To be the Mother of God's Son was so
special that God prepared Mary from the

very moment she was conceived in her
Mother's womb.

Explain the meaning of Immaculate (Write
the word on the board. Show a white cloth
or a white piece of paper without spots or
stains.)

Mary was freed from original sin.
Throughout her life she remained sinless.

Students write the definition of
IMMACULATE CONCEPTION in their
exercise books.

They re-read paragraph 1, second column,
SB p.10

How did Mary respond to the message of
the angel? What did she say?

FOR MY LIFE / ACTIVITY:

Students read SB, p.10 *** In the future
... and then

Paragraph above *** Making choices.....

WORSHIP

Sing "Hail Mary full of grace" p. 47

LESSON 23: MARY IN THE SCRIPTURES

SB p. 11; TB p.5

LOOKING AT LIFE:

Review the call to make choices in our
lives. Mary accepted God's call to be the
Mother of Jesus and so she became
pregnant by the power of the Holy Spirit.

Whenever we make choices, there are
some consequences we have to live with.

(Teacher gives personal experiences of some
consequences that followed a choice he/she
made.)

Students reflect on a choice they made to
follow Jesus.

LOOKING AT THE LIVING WORD:

TB. p.5 or SB p.11. : Students read the first
paragraph of page 11. Stress the part that
says that Mary did not always understand
the words of Jesus.

Students take turns in reading the
following passages in their New
Testament Bible and the corresponding
section of their SB p. 11.

Luke 2:44-52, SB p.11 2nd paragraph
John 2:3-5, SB p.11 3rd paragraph
John 19:23-27, SB p.11 4th paragraph

DISCOVERING THE MESSAGE:

In all the events of her life, Mary believed
and trusted in God. This helped her say
"Yes" to God at all times.

- *In Luke 2:41-52, what did Mary have to say yes to?
- *In John 2:3-5, what is Mary's role?
- *In John 19:23-27, what is the meaning of "John, this is your Mother", and of Mary, "This is your Son!"
- *Mary's life radiated joy even in the midst of sorrows, difficulties and challenges.

(SB p. 11)

Choose one of the above readings. Meditate (think) on it-Then write a prayer to Mary thanking her for her example of faith and trust in God.

LESSON 24 : CONSEQUENCES OF MARY'S YES

SB p.11

LOOKING AT LIFE:

Students examine some choices with life-giving, good consequences they or others have made. They think of other

choices they or others have made which had harmful consequences.

Draw 2 columns on the board:

Life-giving consequences	Harmful to life consequences
--------------------------	------------------------------

LOOKING AT THE LIVING WORD:

Review some of the passages in Scripture about Mary
Luke 1:28-38, Luke 2:49-50, John 2:3-5, John 19:26

Summary: Through Mary's yes, God's Son Jesus became one of us. He has reconciled us with the Father. As Mary lived her call, she grew in her understanding of her call.

DISCOVERING THE MESSAGE:

*Praying the Rosary helps us meditate on 15 mysteries (events) in the life of Jesus. In each one of these mysteries, Mary is closely associated with her Son,

Students look at the back of their books, the section on Prayers and read & memorize these 15 Mysteries

FOR MY LIFE:

SB, p.11 Reflection - "Doing God's Will is not always easy. I will ask Mary to help me remember that God always gives me the strength and courage to say "yes" to follow Him. If I say Yes to God, I will have joy even in the midst of difficulties and challenges

WORSHIP: Pray a decade of the rosary.

LESSON 25: TITLES OF MARY

SB p. 11

LOOKING AT LIFE:

Teacher share with the students the various names or titles he/she has or have been given.

On small sheets of paper the students write down the names or titles they have. Share with another student. Students

volunteer to share their titles (names) with the whole class.

Students call out their favourite titles for Mary. Write them on one half side of the board

LOOKING AT THE LIVING WORD:
In the Scriptures, we find important titles for Mary. Students research them.

Matthew 3:18, 3:23, John 2:5, 19:26,
and others, Luke 1:26, 1:38, 1:43

When students have completed their research, compare these titles with their favourite titles.

DISCOVERING THE MESSAGE:

At some point in the Church history, someone grouped a whole list of titles for Mary. Introduce the following Litany of the Blessed Virgin Mary. Ask students if they have already prayed it

Litany of the Blessed Virgin Mary

Before praying the litany, instruct students to remember the one title that speaks to their hearts.

A student leads the Litany. All respond: Pray for us.

God our Father in heaven, *have mercy on us.*

God the Son our Redeemer, *have mercy on us.*

God the Holy Spirit, *have mercy on us.*

Holy Trinity, one God, *have mercy on us.*

Holy Mary, pray for us.

Holy Mother of God, pray for us.

Holy Virgin of virgins, pray for us.

Mother of Christ, pray for us.

Mother of divine grace,**

Mother most pure,

Mother most chaste,

Mother inviolate

Mother undefiled,

Mother most amiable,

Mother most admirable,

Mother of good counsel,

Mother of our Creator,

Mother of our Savior,

Virgin most prudent,

Virgin most venerable,

Virgin most renowned,

Virgin most powerful,

Virgin most merciful,

Virgin most faithful,

*

Mirror of justice,

Cause of our joy,

Spiritual vessel,

Vessel of honor,

Singular vessel of devotion,

Mystical rose,

Tower of David,

Power of ivory,

House of gold,

Ark of the covenant,

Gate of heaven,

Morning star,

Health of the sick,

Refuge of sinners,

Comfort of the afflicted,

Help of Christians,*

Queen of angels,

Queen of patriarchs,

Queen of prophets,

Queen of apostles,

Queen of martyrs,

(queen of confessors,

Queen of virgins,

Queen of all saints,

Queen conceived without original sin,

Queen assumed into heaven,

Queen of the most holy Rosary,

Queen of peace,

*Find out from students, the title that spoke to them. If it is not already on the board, write it.

Students look at the short list found in their SB, p.11.

Brainstorm: Why do we use so many different titles of Mary? (When we love someone we use all kinds of expressions to speak out our love, our admiration.....)

FOR MY LIFE:

What impressed me most about Mary? I will pray to her often using this title. (or Hail Mary etc...)

WORSHIP

Prayer of thanksgiving to God for the gift of Mary, my Mother.

Concluding song: *Gentle woman...* p. 59

Activity.

Make a poster. Choose a title from the list or choose your own favorite title showing your love for Mary. Have it ready for lesson 27.

LESSON 26: TOPIC: FEAST DAYS OF MARY

SB, p. 11, TB p.6

LOOKING AT LIFE

Have students draw a chart indicating the 12 months of the year. Brainstorm with the students when the special Feast Days of Mary are celebrated.

JANUARY Mary, Mother of God (1)	FEBRUARY Mary presents Jesus (2)	MARCH Annunciation (25)	APRIL
MAY Month dedicated to Mary/Visitation	JUNE Immaculate Heart of Mary (Saturday after Corpus Christi)	JULY	AUGUST Assumption (15)
SEPTEMBER Birthday of Mary (8)	OCTOBER Our Lady of the Rosary (7)	NOVEMBER Mary is presented in the Temple (21)	DECEMBER IMMACULATE CONCEPTION (8)

LOOKING AT THE LIVING WORD:

Diagram of the Liturgical year. In the course of the year, the Church unfolds the whole mystery of Christ from His Incarnation and Birth through his Ascension to Pentecost and on to His coming again in glory. (CCC 1194).

Celebrating the mystery of the events of Christ, opens us up to the riches of our Salvation.

Celebrating the Feasts of Mary help us remember that Mary was and is closely united to her Son, Jesus.

DISCOVERING THE MESSAGE:

*Students jot down in their exercise book, their 3 favourite Feasts of Mary, starting with the one they like best.

Make up an activity to help find out what are the 3 Feast Days which the class consider their favourite ones.

Students find a scripture passage that goes with each of these 3 feasts

Divide the class into 3 groups. Each group prepares a 5 minutes prayer around the Feast of Mary they have chosen.

Prayer:

One of the groups use the prayer they have prepared to lead the class in prayer.

LESSON 27: MY RELATIONSHIP TO MARY WHY AND HOW WE HONOUR HER

TB p.6

LOOKING AT LIFE:

One group present the prayer they prepared the previous lesson.

Students take turns in presenting their poster and in explaining who Mary is for them. (Lesson 25)

For two weeks now we have studied the place of Mary in the mystery of the Son of God becoming man. Today, I invite each one of you to share with your classmates WHO IS MARY FOR YOU.

LOOKING AT THE LIVING WORD AND DISCOVERING THE MESSAGE:

Using a chart or the board, re-explain the two parts of the Hail Mary

Part 1

Hail Mary, full of grace The Lord is with you.
(Luke)

Blessed are you among women and blessed is the fruit of your womb, Jesus. (Luke.)

Part 2

Holy Mary, Mother of God Pray for us sinners
Now and at the hour of our death Amen.
(Church)

Paraphrase CCC 2676:

This twofold movement of prayer to Mary has found a privileged expression in the Ave Maria:

Hail Mary: It is God himself who, through his angel greets Mary. Our prayer takes up this greeting to Mary

Full of grace, the Lord is with you: Mary is full of grace because the Lord is with her. The grace with which she is filled is the presence of him who is the source of all grace.

Blessed art thou among women and blessed is the fruit of your womb, Jesus.

After the angel's greeting, we make Elizabeth's greeting our own. "Filled with the Holy Spirit," Elizabeth is the first who called Mary "blessed." "Blessed is she who believed" Mary is "blessed among women" because she believed in the fulfillment of the Lord's word.

The second part of the Hail Mary is the prayer of the Church.

Holy Mary, Mother of God:

Mary is Mother of God and our mother

Pray for us sinners, now and at the hour of our death:

By asking Mary to pray for us, we acknowledge ourselves to be poor sinners and we address ourselves to our mother. Mary was there when Jesus died on the cross. We ask her to be with us when we die and lead us to her Son Jesus.

Discuss: Some people say that we should go straight to God in our prayers. What do you think?

Inquire from students to whom they go when they really want something. Do they go to their Father or to their Mother? —

Jesus knew the weakness of our hearts and of our tendencies. So on the Cross, Jesus gave us Mary as our Mother. Jesus is honored when we ask Mary to intercede for us.

Stories that can be used:

1. Once a king invited a little child to take as many lollies as it could fit into his

hands. The little child said to the King: "I'd rather have my mommy take them for me; she has a bigger hand."

2. One day, a man knocked at the door of a woman living alone. When she opened the door, he asked her if he could go in. Immediately, she realized that this man was a rascal. She called upon Mary and started to pray the Hail Mary out loud. The man ran away. She then called the police. When the policemen arrived, she described the man to them. "Lady," said the police, "what did you do that made the

man run away? This man is the man we are looking for. He has already raped five women." "All I did," said the woman, "was to pray the Hail Mary out loud. Mary is the one who protected me."

FOR MY LIFE:

Take a few minutes to decide how you will honor Mary in your life.

Concluding prayer

Last group present the prayer they prepared during lesson 26

JESUS, THE WORD, BECAME FLESH- THEME 3C

LESSON 28: MY FAMILY TREE / JESUS' FAMILY TREE

SB P.12, TB P. 7

LOOKING AT LIFE:

Read TB p.7

SB p. 12 Students read the paragraph entitled "Family Tree" Teacher explains the chart (diagram)

Students take time to trace their families back as far as they can. (Teacher works his / her family tree at the board. Students work theirs in their exercise books.) They share their Family Tree with a partner.

TB p.7 Read or paraphrase the paragraph beginning with "Everyone enjoys looking at photographsto... relatives and friends?"

LOOKING AT THE LIVING WORD:

Matthew 1:1-17.. SB p.12 (1st column, last paragraph)

DISCOVERING THE MESSAGE:

Read SB "Jesus also had a Family Tree..." Discuss.

Matthew 1:1-17

SB p. 12 Activity

Divide the class into small groups. Students choose 4 names from Jesus'

Family Tree. They find out something about these persons. They draw the symbol for each person they choose.

Make a family tree using symbols for these persons. Each group will then report to the class.

Explain: Traditionally, the Family Tree of Jesus has been called the Jesse Tree (because of King David whose Father was known as Jesse). Every year, during Advent, many countries make a Jesse tree in schools, Church or homes to help us remember that Jesus came to save us.

Some of the symbols used for the Jesse Tree are:

Symbol of Noah (ark). Noah listened to God and was saved from the flood.

Symbol of Abraham (altar) Abraham was willing to sacrifice his only son to God.

Symbol of Joseph (multi-coloured coat) reminding us that he was sold by his brothers/ later he helped his people during the famine.

Symbol of Moses (Tablets with the ten commandments) Through Moses, God led His people to freedom.

Symbol of Jesse (a root) Reminding us that Jesus came from the house and family of Jesse.

Symbol of David (a star) Reminding us that David was the king and leader of God's people.

FOR MY LIFE:

I will pray and thank God for all the people who are my ancestors.

LESSON 29: INFANCY NARRATIVES / MATTHEW

SB p.12 / Map of Palestine p. III

LOOKING AT LIFE:

Teacher shares his / her story of the time he/ she was born and grew up. (Infancy) Then students share their own story. The Infancy Narratives in the Bible tell us the story of Jesus' birth and childhood.

Groups report.

Record these main events on one half side of a poster.

Matthew	Luke

LOOKING AT THE LIVING WORD:

Matthew 1:18-25, chapter 2.

Students locate places on the map (approximate distance from Nazareth to Bethlehem is 90 km)

DISCOVERING THE MESSAGE:

Divide the class into small groups. Students take turns reading Matthew 1:18-25 and Matthew chapter 2. As they read, students keep record of:

What does this infancy Narrative tell s about Jesus?

Matthew's Infancy narratives... TB p.12, last paragraph, 1st line.

1. Name of places
2. Name of the people mentioned
3. Important events

FOR MY LIFE:

I will talk to Jesus in prayer what I learned about him today.

LESSON 30: INFANCY NARRATIVES / LUKE

SB p. 12

LOOKING AT LIFE:

CENSUS 2000 - Students share their experience of the census that was taken in July 2000 and answer the question:

Why did the government ask for a census to be taken? (Census is a time in a country where each person stands up to be counted.)

taken. Everyone had to register, each in his home town. Joseph and Mary went from Nazareth to Bethlehem, the birthplace of King David because that was where his roots were. Jesus was born during census time.

In the Gospel passages according to Luke that speaks about the Birth of Jesus, the Emperor Augustus ordered a census to be

LOOKING AT THE LIVING WORD:

SB p.12 Luke 1:26-56 and chapter 2

DISCOVERING THE MESSAGE:

Theme 3: The Mystery of the Incarnation

Review the main events recounted in Matthew's Gospel. (cf chart lesson 28)

Divide the class into small groups. In each group, students take turns reading Lk 1:26-56 and chapter 2. As they read, students keep a record of names of places, names of the people mentioned and important events.

Write them on the second half of the poster. Students compare what the two Gospels have in common.

Review the Liturgical Season of Christmas.

Time of preparation (Advent)

Song: A Christmas Carol.

Activity : Cross-word puzzle

Across:

1. The town where Jesus was born
2. Because of the great things God did for her, Mary gave
7. What the Angels' song said Christ would bring
9. In preparing for Christ, Mary was
10. All who love Jesus have no
11. Jesus came to show us God's

Down:

1. Before his enemies John the Baptist was always.....
3. The inn was full so Mary had to....a stable with the animals.
4. Mary was ready to help Elizabeth because she was so.....
5. In his care for Mary, Joseph was loving and.....
6. Mary went in haste to Elizabeth to.....
8. It was clear that the Lord's was upon John the Baptist.

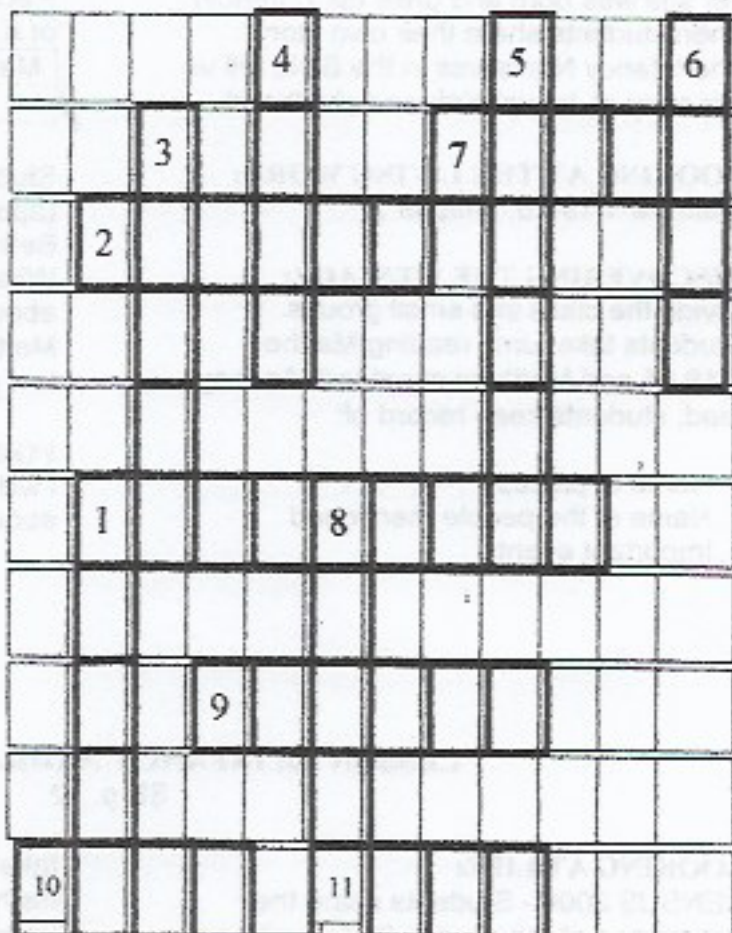
December 25 - Church celebrates the **Birth of Jesus.**

Epiphany January 6 - Church celebrates the manifestation of Jesus, our Saviour, to the visitors from the East who represent people from all nations.

The Infancy Narratives are only found in the Gospels of Matthew and Luke.

FOR MY LIFE:

PLANNING the Paralyturgy for lesson 33. Students express their ideas on how we want to show gratitude to God the Father for sending us His Son Jesus and to Jesus for becoming one of us.



ANSWERS:

- 1A Bethlehem
- 2A Thanks
- 7A Peace
- 9A Loving
- 10A Fear
- 11A Love

- 1D Brave
- 3D Share
- 4D Kind
- 5D Gentle
- 6D Help
- 8D Power

LESSON 31: THE WORD BECAME FLESH

(SB p. 13, first column, p. 14, first column)

LOOKING AT LIFE:

Story:

There was once a very rich man who lived in a big house. In small houses behind his big house lived some workmen. The rich man wanted to share their company. He knew that the men did not dare to come to his house, so he decided to go to them.

One night, he had an idea. He took off his rich clothes and dressed in the workers' clothes. He walked down the little road towards the workmen's houses.

Slowly he walked past the workers as they sat talking. One of them would called out and asked him to join them. "Come over and sit with us." He sat and talked with them. From that night on, he would often dress in his workers' clothes and after it was dark, go out and join the workmen as they sat talking around the fire. They enjoyed his company.

Students discuss the story.

Why did this rich man put on workers' clothes?

Did the workers accept him?

LOOKING AT THE LIVING WORD:

SB p.13 - column 1, SB p. 14 - column 1 from "John has no Infancy Narratives..... to... "The Word was the same as God"

DISCOVERING THE MESSAGE:

In the above story, the rich man wanted to be one with the workers. In the mystery of the Incarnation, God, like the rich man wants to be close to us, His children. He became one of us in the person of His Son Jesus.

First Reading: SB p.13, John 1:1-18.

Students read the passage silently in their Bible or from their student's book.

Second Reading: TB p.8. Teacher reads John 1:1-18 while students insert the name of Jesus whenever "The Word" is read.

Third Reading: One student re-reads John 1:1-18 substituting the word JESUS whenever THE WORD is read.

SB p.14 - Students read "John has no infancy Narratives ... to "The Word was the same as God." Ask why John does not have Infancy Narratives? (Because John sees Jesus as the Word of God existing before the world began, coming into our world as "the Word became flesh."

Review the ANGELUS prayer (cf. SB Prayers section) and its meaning.

Prayer: Students pray the Angelus

Finalize the preparation of the paraliturgy for lesson 33

LESSON 32: JOHN THE BAPTIST

SB p.13

LOOKING AT LIFE:

Students recall stories(from lesson 29) their parents told them about their birth. They share with a partner.

LOOKING AT THE LIVING WORD:

SB p.13: "God sent his messenger, a man named John, who came to tell people about THE LIGHT, so that all should hear the message and believe. He himself was

not the light; he came to tell about the light."

"John spoke about Jesus. He cried out, "This is the one I was talking about when I said, 'He comes after me, but He is greater than I am, because He existed before I was born.'"

DISCOVERING THE MESSAGE:

Theme 3: The Mystery of the Incarnation

Read and discuss SB p. 13 (Quoted above)

Students read how God chose and prepared John to be His Son's messenger. (Luke 1:5-25, 39-45, 57-80)

Students discover what was so special about the birth of John the Baptist.

Using scripture references, Teacher summarizes what is revealed about John the Baptist. Points to be emphasized are:

Like the prophets of the Old Testament, John's message was repeated again and again: turn from your sins, repent, and live for God. He told people to be honest and loving, to avoid violence and to do their job well. As a sign of their sincere repentance for sin, the people would confess their sins in some manner, and then John would

baptize them in the Jordan river. John was not afraid of wealthy religious leaders or powerful political leaders.

Read Luke 7:24-30. What did Jesus say about John the Baptist?

Activities:

Students look up the Scripture references about John the Baptist in their Bible index. Write a few sentences about John the Baptist.

Make an Acrostic.

John the Baptist had many wonderful characteristics. The scrambled words name some of these good qualities. If you unscramble them, they will fit into the blanks after the initial letters.

STUJ
BINTEDOE
LEHBUM
RUTULHFT
PEHPTOR

J _ _ _
O _ _ D _ _ _
H _ _ B _ _ _
T _ _ _ FU _
P _ _ _ _

TEGAR
UDENTRP
THOSNE
AVERB

G _ _ _
P _ _ D _ _
H _ _ _ T _
B _ _ _ _

Answers:

Just, obedient, humble, truthful, honest, brave, great, prudent, prophet

Prayer: Read prayerfully Zechariah's prophecy, Luke 68-79.

LESSON 33: PARALITURGY

THEME: Thanksgiving for the Mystery of the gift of the Incarnation
(The gift of Jesus, God with us)

(Decorate the room with symbols of Christmas, like Jesse Tree, crib, pictures, etc.)

INTRODUCTION:

Read SB p. 13, last paragraph: "Out of the fullness _____ to _____ He has made him known."

Review:

It is God's great love that the Church celebrates at Christmas. His love leads people, all over the world to forgive, to give and receive gifts, to rejoice at being

home with their families, to sing Christmas carols. People who understand this feast want to make God's love more visible in their lives. They want to be more welcoming to strangers, more caring about family and friends, more forgiving of past hurts.

Para-Liturgy as prepared by the students: (Lesson 30)

Follow-up activity : Students choose their favourite event from the Infancy Narratives, either from Luke or from Matthew, or a passage from John's prologue. They draw a poster to illustrate the passage of their choice.

LESSON 34: THROUGH OUR BAPTISM WE SHARE IN THE MYSTERY OF SALVATION

SB p. 14

LOOKING AT LIFE:

When a person becomes a professional baseball player, he signs a contract with a particular team. Until this official act is completed, he does not belong to a team. He is not considered a member of the group with all its rights and duties. So it is with Baptism. Until we were baptized we did not belong to the Church.

Try to find answers to the following questions. Write questions in your book. How old were you when you were baptized? Where were you baptized? By whom? Why were you given the Christian name you have?

LOOKING AT THE LIVING WORD:

Students read John's prologue 1:1-18 from their Bible or SB. Find the verses about the Sacrament of Baptism. (cf v. 12 & 13)

SB p.14 First column from "We are brought..." to top of the second column "... He has made Him known."

DISCOVERING THE MESSAGE:

Discuss the paragraphs starting "We are brought" to top of the page, 2nd column.

Discuss: "What verses in John's prologue bring to mind the sacrament of Baptism? (John 1:12, 13.)

SB p.14 Explain or review what happened at our Baptism.

Through our Baptism we are brought into the family of God. We share the risen life of Christ. Jesus Christ lives within us.

Through our Baptism we share in the redemption of the world through the mystery of Jesus' Passion, Death and Resurrection. Jesus reveals the merciful love of His Father through us. After we have been baptized we are able to receive other Sacraments.

Review the symbols used at Baptism: water, light, oil, white garment.

- WATER - symbolizes our passage from sin and death to life with God.
- LIGHTED CANDLE - symbolizes that at Baptism, we have the light and life of Christ and we are called to be a light for others.
- BLESSED OIL - signifies that the newly-baptized has been anointed by the Holy Spirit, set apart to be Christ's disciple.
- WHITE GARMENT - signifies that the person baptized has been clothed with Christ.

Prayer: Ask Jesus to help you understand the meaning of your Baptism.

Concluding Song: (Suggested) p. 29

We have been baptized in Christ. It is He that we have put on. / We who are washed in this water have hope of eternal life.

VERSES:

1. *We are a new creation;
In Christ we have been clothed;
We are all members of God's Holy People, For we have been given new birth.*
2. *We received the light of Christ;
We keep it burning brightly;
We seek to walk always as children of light
with his flame alive in our hearts.*

LESSON 35: BAPTISMAL PROMISES

SB p.15, TB Grade 7 (Theme 10)

LOOKING AT LIFE:

Students recall the one big Church celebration during which Christians renew

the promises they made at Baptism, and when some people become new members

of the Christian community through Baptism.(cf. Easter Vigil in Grade 7.)

LOOKING AT THE LIVING WORD:
SB p. 15 Galatians 5:19-21

DISCOVERING THE MESSAGE:
SB p. 15 Students read page 15 silently.
Discuss the meaning of what they read in column 1. (e.g.- What observations can they make)

Reflect together on the first promise.
Enumerate the various forms of sins that we must reject in order to be a true follower of Jesus. Read Gal. 5:19-21.
Students compare their list of sins with those mentioned by Paul in Galatians.

Give examples of times when people have to make a choice between doing the works of Satan or following Christ.

Look at the other promises and discover what they have in common. (they are statements of our Christian beliefs.)

Compare these statements of belief with the Apostles' Creed in the students books (section on prayers)

Students quiz one another on their ability to recite the Apostles' Creed without referring to their book.

Describe for students how the early Church celebrated the rite of Baptism. The adults who wanted to become Christians had a long preparation for Baptism. They were baptized during the Easter Vigil. Standing by a large pool of water, they would face the West (where the sun sets and darkness falls upon the earth). They would reject Satan, the Prince of darkness. They would then be plunged into the water symbolizing dying with Christ. They would reappear on the East side of the pool. (The sun rises in the East - this symbolized rising with Christ. They would then be clothed in a white garment and invited to profess in front of everyone their Christian beliefs.

FOR MY LIFE: I will remember that through my Baptism, I have become a follower of Jesus. United to Jesus, I will carry the light of His love to others.

LESSON 36: PARA-LITURGY CELEBRATING OUR BAPTISM

SB p.15

PREPARATION:

(Together with students prepare a table with a bowl of water blessed by the Parish Priest, a Bible, a candle representing Christ, one candle for each student, a white cloth and oil.)

SONG: (Any appropriate song reminding us of our commitment to Jesus.)

SCRIPTURE READING: (Teacher's choice)

RENEWAL OF BAPTISMAL PROMISES:
(Light the candle representing Christ)

TEACHER: Do you reject Satan and all his works, and all his empty promises?
Students: I do

TEACHER:

(Invites students to come to the water and to the Paschal candle. Each one takes some Holy Water and makes the sign of the cross remembering that they have been baptized in the name of the Father and of the Son and of the Holy Spirit. Each student then lights his/her candle from the Christ candle)

(When all the students have signed themselves with holy water and lit their candles, they are then invited to renew

their profession of faith. Teacher asks the belief questions (CF SB p.15)

Students respond "I do".

SONG: We Have Been Baptized in Christ
(cf. Lesson 34)

FOR MY LIFE SB p.14

ALL READ: "I will communicate with God daily through prayer..."

I will recognize the presence of God and walk with Him

- through the reception of the sacraments
- attending Mass
- deepening my belief by living the Ten Commandments.

CONCLUDING SONG: Students' choice

ACTIVITY: Revise Apostles' Creed.

WE HAVE BEEN BAPTIZED L. 34

treble

We have been bap - tized in Christ. It is He that we - have put on. We who are washed in this wa - - - - - ter have hope of e - ter - - - - - nal life.

OH LORD MY GOD L. 16

treble

Oh Lord my God, when I in awesome wonder con - si - der all the works your hand have made, and see the stars and hear the mighty thun - der your pow'r throughout the u - - - ni - verse dis - played. Then sings my soul, my saviour and my God, How great you are, how great you are, how great you are.

THE LOVE I HAVE FOR YOU L. 19

treble

The love I have for you, my Lord, is on - ly a sha - dow of your love for me your deep a - - bi - ding love. My life is in your hands, My love for you will grow, my Your light in me will shine.

PROCLAIMING THE REIGN OF GOD - THEME FOUR

Introduction song: *Bring Forth The Kingdom Of God*, page 3

Students reflect on the meaning of this song. Explain that the word Kingdom is synonymous with Reign, rule:

In theme 4, we will study what it means to proclaim the Reign of God. Explain that as Christians, we are called to make known to others the great love that God has for each of us.

At times, we do it by our words. At all times, like Jesus, we are called to do it by the way we act towards God, towards ourselves and towards one another.

Write the table-of contents p.VII, Theme 4, on the board while students locate it in their books.

Students share what they already know about each sub-theme. Stress that as Christians we desire that God, who is Love, rules in the hearts of all people.

THE BEATITUDES / THEME 4A

LESSON 37: TRUE HAPPINESS

SB p.16-17

LOOKING AT LIFE:

Who wants to be happy?. Basically all people want to be happy.

Students work out a definition of 'happiness', contrasting it with 'pleasure'. (Board exercise)

Happiness is
(e.g. lasting)

SB p.17 Divide the class into small groups. In each group, students share with one another the answer to the following questions.

What could bring happiness to you?
What could you do to make a difference for those who do not experience happiness in their lives? (at home, in the village, at school, and in the Church.)

Students recall one moment in their lives when they felt truly happy, truly joyful. They share with a partner. Volunteers share their experiences with the whole class.

LOOKING AT THE LIVING WORD:
Psalm 1: 2, Psalm 37: 3-5

DISCOVERING THE MESSAGE:

Pleasure is
(e.g.. short-lived)

SB p.16 Teacher read the entire psalm 1. Students then read psalm 1:2 from their books and psalm 37:3-5.

Discuss and discover what they tell us about **happiness**. (Doing the will of God, following the Law, trust God.)

Explain: God's **plan** for human beings is that they be truly happy. In order to be truly happy, we must know God, love Him above all things and serve Him with love: Love of God and love of one another is the key to lasting happiness.

Story:

One day someone had a dream. He wanted to know the meaning of happiness. St. Peter invited him to visit a place in hell and one in heaven. When they reached hell, a group of hungry people were sitting around a big pot of good-smelling, hot food. Each had been given a long fork to bring some food to their mouth.

Every time they tried to bring food to their mouth, the food would fall off because the forks were too long. As a result they were starving.
Next, St. Peter took the man to a place that looked like heaven. People were also sitting around a big pot of hot, good-smelling food. They looked very healthy and very happy, smiling and talking to each other. With their long forks they would pick up some food and feed the person who was sitting at the opposite side. Everyone took turns in being fed.

Discuss the meaning of this story.

Re-read Psalm 1:2 and psalm 37:3-5.
Invite students to make spontaneous prayers.

FOR MY LIFE:

I will do something that will make a difference to someone who is sad.

Concluding song: p. 59

Our God is a God of Love

(L - then All): Our God is a God of Love;
(L - then All): Our God is a God of Peace;
(L - then All): Our God is a God of Mercy;
(L - then All): Come, let us praise God.

Joy, joy is all around us.
Joy, joy is everywhere. (2x)

(L - then All) Jesus is the Son of God;
(L - then All) Jesus is the Prince of Peace;
(L - then All) Jesus is the Lord of Lords;
(L - then All) Come, let us praise God.
(L - then All) We rejoice in the Holy Spirit;
(L - then All) God in us and we in God;
(L - then All) We rejoice in the Holy Spirit,
(L - then All) Come, let us praise God.

LESSON 38: THE BEATITUDES

SB p.16, TB p.9

LOOKING AT LIFE:

Think of people you believe are happy.
Why do you think so?
In today's lesson Jesus tells us who is truly happy.

LOOKING AT THE LIVING WORD:

SB p. 16: The Sermon on the Mount

Invite students to close their eyes and imagine a big crowd of people. Jesus goes up the hill with His disciples. He sits down and begins to teach them.
Students listen to a first reading of the Beatitudes.

DISCOVERING THE MESSAGE:

Some students read out loud the first part of each beatitude; others respond with the second part.

Explain: In the Sermon on the Mount, Matthew is not talking about Jesus addressing different groups of people. He is telling us that Jesus addresses all the people present. He is teaching the

disciples and the crowds the qualities that are necessary to find happiness.

Activity: SB p.16.

Students re-read the Beatitudes. They choose words in each beatitude that are essential for our happiness and write these words in exercise book.

Reflect on the first three Beatitudes (one at the time)

Matthew 5:3

Read "Happy are those who know they are spiritually poor; the reign of heaven belongs to them".

Students stress the meaning of this beatitude. - To be poor in spirit means to recognize that all we have comes from God. God is our only security. If we want to be happy, we must not put wealth first. The Rich young man (Matthew 19:16-24) went away sad because he put wealth before Jesus.

Theme 4: Proclaiming the Reign of God

Matthew 5:4

Read together: "Happy are those who mourn; God will comfort them."

Enumerate incidents that cause people to be sad, to cry and to mourn. They try to remember one time when they themselves felt very sad and cried. Who comforted them? (Class sharing).

Explain: Sadness and joy are part of life just like day and night are part of our regular experience. Our comfort may come from our belief that Jesus is always with us. It may also come through God's messengers; our loving parents and grandparents, friends, class mates; etc.

Matthew 5:5

Read together: "Happy are those who are humble, they will receive what God has promised."

Brainstorm with students the meaning of "humble" (meek, gentle, truthful, not proud, not showing off, being true).

Jesus tells us: "Learn from me for I am gentle and humble of heart."

This beatitude tells us to respect one another, not bully others, recognize the truth and goodness wherever they are found.

Those who are humble have a deep conviction that God loves and cares for

them. They are able to relate to others unselfishly.

Song: p. 59

Blessed are you the poor who trust the Father with your lives, for within your heart is born the Kingdom of the Lord.

Blessed are you the sorrowing who know your Father wise. For within your heart is born the Kingdom of the Lord.

Let your light shine for all the world to see, the brightness of your light within, the peace that sets you free.

Let your light shine to fill your nights and days. All may see the deeds you do and give your Father praise.

Let your light shine.....

Blessed are those whose mercy shows the Father's love to all, for within their heart is born the Kingdom of the Lord.

Blessed are you, the pure in heart who live your Father's call; for within your heart is born the Kingdom of the Lord.

Let your light shine.....

Blessed are you the lowly ones who know your need to share, for within your heart is born the Kingdom of the Lord.

Blessed are you whose searching souls will draw you to God's care; for within your heart is born the Kingdom of the Lord.

Activity:

Students choose one of these three beatitudes. They re-write it in their own words. E.g. Happy are the people who do not think money is everything. SB p. 17

LESSON 39: THE BEATITUDES (continued)

LOOKING AT LIFE:

Songs: *Our God Is A God Of Love* -

Review lesson 37),

Blessed are the poor (Review lesson 38)

LOOKING AT THE LIVING WORD:

Matthew 5:6-11

DISCOVERING THE MESSAGE:

Reflect on the other Beatitudes. (One at a time.)

Matthew 5:6

Read together: "Happy are those whose greatest desire is to do what God requires; God will satisfy them fully."

Students recall some Christian people they know who try to be good and obey God's commandments with love. (People who understand clearly that what God wants is always best).

Students name some of the things these people do. Mary, the Mother of Jesus lived this beatitude throughout her life. That's why she was filled with the good things

she sang about in her Magnificat. (Lk 1:53)

Matthew 5:7

Read together: "Happy are those who are merciful to others; God will be merciful to them."

Tell the story 'Jerry' to help students discover the meaning of this Beatitude.

My Father was a carpenter in Lae. I was 14 years old and my brother was 10 when we began to notice that Father was not so kind to us as he had been. He began to drink a lot of beer. He would come home at midnight, wake me and make me go out to chop firewood so that Mother could cook him some rice. He did not help us. We could not pay rent. We had to move out to my Mother's village outside Lae. One Friday evening, Father did not come home after work. Mother went to town to ask others about him. She heard that he had gone to Bula Island.

Mother was a hard working woman. She grew vegetables and sold them and made good money. The money was then used for our education and for other things we needed. She later died.

During the last year of High School, I was selected to study at the University. My best friend was a very good Christian. I told him how I hated my Father for leaving the family. My friend told me that I should forgive him. I could not understand this.

A new building was being built on the campus. One day as I was passing by a group of carpenters, the building foreman yelled at one of the men and pushed him so hard that he fell against me. I caught him and held him up. He was a skinny old fellow and I smelled strong beer. The foreman shouted at the old man: "I told you ten times that you can't drink and still work properly. You are fired."

Feeling sorry for the old man, I took him away from the work site to see if I could help him.

The old man burst into tears and clung to me like a child. It was then that I recognized my Father. Dressed in the poorest clothing, his hair grey and his face spoilt by alcohol, my Father clung to me in misery. I pushed the old man away and he bumped a tree and clung to it. "Don't leave me," he cried. "Help me, please, help me!" "Why should I help you?" I asked. "You left my Mother and her children. You spent your money on beer and never thought of us." His eyes widened as he realized I might be his son. "Forgive me, son." He whimpered.

Students reflect on the story. Then let them hear the beatitude again: "Happy are the merciful"

If Jerry wants to put this beatitude into practice, what must he do?

To be merciful means to forgive, to be actively involved with those in need so as to liberate them from their miseries.

Matthew 5:8

Read together: "Happy are the pure in heart, they will see God."

Explain: pure-hearted also means single-hearted. A single-hearted person has no false gods.

What does it mean to have a false God?

He / She is honest and sincere in his/her thoughts, words and actions. Such a person is able to discover God's presence and experience Him in the reality of life. Students recall incidents when they felt God very close.

Matthew 5:9

Read together: "Happy are those who work for peace; God will call them His children."

How do I show that I am a peacemaker? Do I know someone in my village who tries to resolve conflicts when people want to engage in tribal fighting?

Jesus was a peacemaker, a reconciler. He reconciled us to God.

Matthew 5:10-11

Read together: "Happy are those who are persecuted because they do what God requires; the reign of Heaven belongs to them!"

Name some forms of persecutions that Christians undergo at times when they want to do what is right and follow Jesus? (cf. verse 11....) They are happy because they belong to God's family. (e.g. they laugh about someone who goes to Mass.....)

Activity:

Students choose one of these five Beatitudes. They re-write it in their own

words. Example: Happy are those who do not pay back.

Song: *Blessed are the....* Verses 3 and 4

Prayer of St. Francis (cf TB Gr.7, p. 162)

Make me a channel of your peace,
Where there is hatred let me bring your love.
Where there is injury, your pardon, Lord.
And where there's doubt true faith in you.

Make me a channel of your peace,
Where there's despair in life let me bring hope

Where there's darkness, only light
And where there's sadness ever joy.

O master grant that I may never seek
So much to be consoled as to console,
To be understood as to understand
To be loved as to love, with all my soul.

Make me a channel of your peace.
It is in pardoning that we are pardoned.
In giving of ourselves that we receive,
In dying we are born to eternal life.

LESSON 40: JESUS LIVED THE BEATITUDES

SB p. 17

Flash cards, one for each Beatitude

LOOKING AT LIFE:

Which of the Beatitudes do you find hard to live?

LOOKING AT THE LIVING WORD:

SB p-17, Luke 6:36-38, 7:36-50, 9:57-58, 12:22-32, 14:31-33, John 11:23-36

DISCOVERING THE MESSAGE:

Students individually read one of the above Scripture references at a time. After each reading, write down which of the beatitudes Jesus was living in that passage. Students share what they wrote.

Explain: Like Jesus, Christians whose lives reflect the Beatitudes become in the world a question mark(?). People wonder why Christians do what they do (e.g. forgive seventy times seven). Once they understand that it is because they are the followers of Jesus, the question mark is replaced by an exclamation mark (!), that is, if the message is accepted.

FOR MY LIFE:

I will pray and ask Jesus to help me live the Beatitude I have difficulty with.

Song: *Beatitudes*, 3rd and 4th verse, p.32.
p 59

LESSON 41: LOOKING AT SOCIETY

What Kind of "Beatitudes" Society Advocates. SB p.17

LOOKING AT LIFE:

SB p.17 Students reflect on the society in which they live.

Think of beatitudes that newspapers, movies, videos and people proclaim. (E.g. Blessed are the rich and comfortable Blessed are the tough. Blessed are those who get even. Blessed are those who succeed no matter how, etc...)

Are people who live up to these 'beatitudes' really happy?

Students think about the question: SB p.17 Could these people experience happiness? (the homeless, kind and gentle people, those who suffer injustice, those in prison, those who try to live God's teachings of love, those who suffer from AIDS etc.) Discuss how.

LESSON 42: MAKE A POSTER - ILLUSTRATING ONE OF YOUR MODERN BEATITUDES. SB p.17

Song: *Blessed are the...*

Activity:

SB p.17 Make a poster using one of your "Modern Beatitudes". Students will be able to hang it in their room as a reminder to live this beatitude in their own life.

SB p. 17. Invite students to memorize Mt 5:12, "Be happy and glad, for a reward is kept for you in heaven."

Shared prayer:

Students (one at a time) read the beatitude they have written. As they show their poster to the class, the students respond: Jesus help _____ (Name) _____ to be happy by living this beatitude.

CONCLUSION: Our Father.

Song: (students' choice)

PROCLAIMING THE REIGN OF GOD THROUGH THE PARABLES - THEME 4 B. SB p.18-19, TB p. 11-12

LESSON 43: THE SITUATION OF PALESTINE AT THE TIME OF JESUS

LOOKING AT LIFE:

TB p.11: Students think about our own country. Where is it going? How is the government leading the country? What are the positive and negative points concerning justice, the poor, the unemployed, business and religious practices? Who will give answers to our country's problems?

LOOKING AT THE LIVING WORD:

SB p. 18, TB p.11, Luke 4:16-21

DISCOVERING THE MESSAGE:

Explain: At the time of Jesus, the Jews were asking identical questions to ours. "Where is our country going? Who will come to save us?"

Background Information:

Palestine at the time of Jesus was occupied by the Romans. The Jews did not like that. They resented having to pay heavy taxes to the Romans. Life was simple but hard. Women were not considered equal to men.

Some of the Jews'; religious leaders were known as Pharisees. We would call them religious lawyers. By the time Jesus came, they had made so many laws to go along with the ten commandments, that the people felt weighed down under all these laws. Many people were considered outcasts and sinners because of the work they did, the illnesses they suffered from, the province they came from, etc.

Some of their government leaders were cruel rulers. The Jews hated them. In the midst of oppression and suffering, some of the Jews were asking God for a Messiah, a Saviour who would free them.

Read Luke 4:16-21.

Jesus proclaims that he is the one who has answers to their problems.

Vocabulary word: "Parable" Students copy from SB p.18, 2nd paragraph.

FOR MY LIFE:

When I am confused, I will go to Jesus for answers.

LESSON 44: MEANING OF PARABLES

SB p.18, TB p.11

LOOKING AT LIFE:

Teacher, tell a parable story which people use in the village.

Students give examples of lessons people learn from their observations of things around them. (E.g. position of the sun in the sky, singing of special birds, etc..)

LOOKING AT THE LIVING WORD:

SB p. 18: PARABLES (Columns 1 and 2-skip the LIVING WORD section) TB p.11

DISCOVERING THE MESSAGE:

Read the definition of "Parable" SB p. 18 (comment:- some parables are very short sayings: e.g. "You are the light of the world." Some have more details. Others are complete stories: e.g. The Good Samaritan. Each parable teaches only one lesson.)

TB p.11: - Explain background.

According to Matthew, Luke, Mark and John, Jesus taught people frequently using parables. He integrated what He knew about the people's situation in daily life. Students enumerate examples of daily life which Jesus used in His teachings (sheep, seed, corrupt judges, a rebellious son, etc..)

Jesus took a life situation, described the positive and negative points in it. He invited the listeners to reflect about the story, and to apply its messages to their lives. By using parables, Jesus was trying very hard to get His listeners to understand and appreciate that God was at work in their midst.

Students look at their Bible index for the word Parable to get an idea of the many parables recorded by the Evangelists. Read and discuss SB p.18, paragraphs 3, 4, 5 and 6. Students discuss the key elements of a parable, stressing the importance of its message and the call to change attitudes.

They apply what they are learning about parables to the Parable of the Good Samaritan. Luke 10:29-37. Cf. SB p.19, the example chart to help students discover its meaning for our lives.

SB p. 19.

Students think of a modern day parable that would have the same lesson as that of the Good Samaritan. (E.g. having a flat tire on the road...)

Activity:

SB p. 19 Students choose one of the three enrichment activities. Ask them to prepare it for lesson 48.

LESSON 45: THE PARABLE OF THE SOWER

SB p.18

Song: *Come Holy Spirit We Need You*

LOOKING AT LIFE:

Illustrate how the farmers in Palestine sowed the seed by hands. They carried it in a basket or in the fold of their tunic. They scattered the seeds a handful at a time. Afterwards, they broke the ground so that the seeds would fall into the furrows.

Students take time examining ears of corn or of wheat, counting their grains. Students compare their findings.

LOOKING AT THE LIVING WORD:

SB p. 18

Students read the parable of the sower in their Bibles: a) Matthew 13: b) Mark 4:3-20 c) Luke 8:4-15

DISCOVERING THE MESSAGE:

Discuss the different kinds of soil the seeds fell on. Draw a diagram indicating different places on which the seeds fell and grew.

Discuss the lesson Jesus wanted to teach His listeners about the reign of God.

Matthew 13:18-23: Students read the explanation of the parable given by Matthew.

Referring to the explanation, students write in exercise book similar to the one on p.19 in SB.

(Sower- God, Path- Life; Thorns - worries of life; Seed - word of God; Birds - evil, Stony ground - no depth)

What is our RE lesson?

Who is the sower?

What is the seed?

Who is the ground?

Are there any birds?

Prayer: Students spend a few moments with Jesus, asking Jesus to help them discover what kind of soil they are. What kind of soil they would like to become.

Song: *Make Our Hearts, O Lord* p.7

LESSON 46: THE PARABLES OF THE MUSTARD SEED AND OF THE FIG TREE SB p.18

LOOKING AT LIFE:

Students bring to school the smallest seed they can find.

Review the four seasons which some countries experience.

Draw pictures of a tree and how it looks according to a given season of the year.

in its branches. Gold finches and thistles are especially fond of the tiny black seeds growing in the pods of its branches. (This kind of tree does not grow in PNG)

LOOKING AT THE LIVING WORD:

The Parable of the **Mustard Seed**:

Matthew 13:31-32; Mark 4:30-32; Luke 13:18-19.

The Parable of the **Fig Tree**: Matthew 24:32-36; Mark 13:28-32; Luke 21:29-33.

Teaching of Jesus in this parable:

The Kingdom of God is like a mustard seed. From something very small, (e.g. the little band of disciples), God's Kingdom will grow. People of all nations will find a home in God's Kingdom.

Students read THE PARABLE OF THE FIG TREE in their Bible.

DISCOVERING THE MESSAGE:

Students read the Parable of the Mustard Seed in their Bibles.

Explain: At the time of Jesus, the mustard seed was so common that the Jews made a proverb from it. Everything very small was said to be like a grain of mustard seed. Jesus once said: "Even a mustard seed of faith can move mountains."

Although the mustard seed is really a plant or bush, it can grow to the size of a tree. It grows as high as 4 meters with wood-like branches spreading far and wide. All kinds of birds find shelter from the sun and rain

Explain that in Palestine, there are four seasons. Fig trees, along with vines and olive trees, grow abundantly in the country. In winter the fig tree loses its leaves. The trees seem dead with its bare branches. In Feb. or March (Spring) new buds and leaves appear on the bare branches. When this happens, the people conclude that the season of summer is near.

Teaching of Jesus in this parable:

Jesus teaches that just as leaves on a fig tree are a sign that summer is near, Jesus' words and deeds are a sign that the

Kingdom of God is ready to begin. Indeed it has already begun?
If Jesus had lived in our country, what kind of parable would he have used to teach the same message?

Song: Go tell everyone the news that the Kingdom of God has come. And go, tell everyone the news that God's Kingdom has come. p. 84

REMIND STUDENTS TO WORK ON THEIR ENRICHMENT ACTIVITY

LESSON 47: THE PARABLE OF THE WICKED TENANTS

SB p. 18

LOOKING AT LIFE:

In the land where Jesus lived, it was customary for people to rent their lands to others to make gardens. When the crops were collected, those who used the ground would give part of the crop to the owner of the ground.

Reflect on practices in our own country.

LOOKING AT THE LIVING WORD:

Matthew 21:33-46, Mark 12:1-12, Luke 20:9-19

DISCOVERING THE MESSAGE:

Students read the parable of the wicked tenants in their Bibles.
They discover the meaning of the details of the parable. (cf. SB p.19)

Landowner - God the Father, vineyard - Jewish people of Israel, Owner's slaves - prophets, Tenants- Religious leaders; Son - Jesus.

Read again what Jesus says in verse 43.

CHOOSING A PARABLE FOR LESSON 48.

Students decide which parable they want to use for next lesson's Prayer Service.

Ask for volunteers to work on the different parts of the Prayer.

Activity: Students who have their enrichment activity ready may begin presenting it to the class.

LESSON 48: PRESENTATION OF STUDENTS' ENRICHMENT ACTIVITY:

PRAYER SERVICE. TB p.12, SB p.19

PRESENTATION OF STUDENTS' ENRICHMENT ACTIVITIES

- A. The Modern Day Parables
- B. Drama
- C. Parable Drawn In Sequence

PRAYER SERVICE: Theme:
Proclaiming The Reign Of God

PARABLE USED: _____

SONG: _____

OPENING PRAYER: _____

READING OR DRAMA OF THE

PARABLE CHOSEN: _____

REFLECTION: The lesson of the parable applied to daily life: _____

SHARED PRAYER OF PETITIONS: _____

CLOSING PRAYER: _____

SONG: _____

1. God's Spirit is in my heart;
He has called me and set me apart.
This is what I have to do: What I have to do:

*He sent me to give the good news to the poor.
Tell prisoners that they are prisoners no more;
Tell blind people that they can see;
And set the down-trodden free.*

p. 84

*And go tell everyone the news
That the Kingdom of God has come;
And go tell everyone the news
That God's Kingdom has come.*

PROCLAIMING THE REIGN OF GOD THROUGH PRAYER, TRUST IN GOD AND IN OUR RELATIONSHIP WITH GOD AND OTHERS

TB p.13-14, SBp.20-21

LESSON 49: PRAYER

LOOKING AT LIFE:

Write on the board: PRAYER IS

Students reflect a few moments on what they think prayer is.

Share in class their answers. Write them on the board.

Students think of their prayer life at this stage of their growth. On a scale of 1 to 10, using their own meaning for high and low, they grade themselves for each one of the questions below:

1. ___ How important is prayer in my life?
2. ___ How often do I pray?
3. ___ Do I pray with confidence that God hears me?
4. ___ Do I expect my prayers to be answered?
5. ___ Do I feel good when I pray?
6. ___ Do I like to pray?
7. ___ Do I thank God for His goodness to me?
8. ___ Do I ever praise God because He is good?
9. ___ Do I make up my own prayers sometimes?
10. ___ Do I feel that it does not make any difference whether or not I pray?

LOOKING AT THE LIVING WORD:

TB P.13 Scripture, SB p. 20 (1st paragraph)

Romans 8:26-27: "The Holy Spirit helps us to pray."

DISCOVERING THE MESSAGE:

Read SB p.20 "Prayer is bound up with..."

Emphasize the point that God has always called people to prayer.

Explain: God loves first. Prayer is a response of love.

In prayer, we discover how great God is. When a boy and a girl want to get to know each other better, they agree on places and times to meet. They do not leave it to chance.

Prayer cannot be left to chance.

Tell the story of the College Girl.

Martina was pretty, popular and one of the best students in her year at Teacher's College. But sometimes her friends went off to watch the kick games or to dances at night and Martina would not go with them. When her friend asked her, "Aren't you coming to the dance with us tonight?" she replied, "I'd like to come-but I had planned to do something else tonight." Her friend looked at her, wondering what she could mean. "Well, really," Martha mumbled, "I thought I'd spend some time by myself in my room.... I thought I'd spend some time praying... I really want to know Jesus. I have been praying quite often lately. It was hard at first just sitting there with my Good News Bible. But I have kept on and now I think I understand a bit about what being a Christian really means. My life has really got a meaning now that I know Jesus is my Friend."

Discuss:

What did I learn about prayer in this story?

(cf. Teacher reference: Teacher's Background p.13)

A Thought For Today (Fr. Mihalic SVD)
p.119 Prayer is like phoning.

Prayer: Guided Visualization: Teacher asks students to close their eyes. He/she reads the following:

See yourself by the shore of the Sea of Galilee... Jesus comes to you... the two of you sit down together... Jesus looks upon you with great love... listen to what He has to tell you.

After a few moments, ask students to open their eyes. Ask if anyone would like to share something about their prayer.

PRAYING: IS LIKE PHONING

Some people complain about praying and say that it's like talking to someone they cannot see. Well, they do this every time they use a telephone. So, what's the problem?

Perhaps a telephone can teach us about prayer.

When we phone someone, we don't just lift up the receiver and start to talk into it. If we do, nothing happens because we have not made a connection to anyone out there...

The first thing we do in phoning is dial our number. In praying, we call that turning our mind to God. Just rattling off God's name or some formula with our lips while our mind is quite somewhere else, is not praying. It's like not dialing first: we have no connection with

our listener. Real prayer is never purely automatic.

A telephone call usually implies a conversation where two people exchange talk of some kind. In phoning we talk and we listen.

Prayer, by definition, is talking with God, and not only to God. It means that we must also listen to what God is saying to us.

Today in many countries they have telephones in cars and people carry telephones around in their shopping bags. We've personally always had that kind of contact with God. We call it our conscience, well expressed in tok Pisin as "tok insait." On that private line God gives us personal directives to start or stop doing something. Keep the line open, and listen! In telephoning we can run into technical problems. Perhaps we get a busy signal: the other person is talking to someone. In prayer we never run into that problem. God's line is always open; he can talk to any number of people at a time.

Another thing that can happen when we phone. The other person might not be in. Praying never runs into this problem: God is always in.

Every now and then we dial the wrong number and get the wrong person. In praying something like this seems to happen when we ask God for something and he gives us something else. We feel as if we had rung the wrong number and the wrong person had gotten our message. Oh no, God received our message all right. But he had some special reason for giving us an answer we did not expect. He knows more - and he can see ahead.

LESSON 50: PRAYER IN THE OLD TESTAMENT

SB p.20, TB p.13

(Prepare short Prayers from the Old Testament)

LOOKING AT LIFE:

Write the word PSALMS on the board. Find out what students already know about psalms. What is their favorite psalm?

Explain that psalms are used every day in the celebration of the Eucharist. When is it used? (Liturgy of the Word)

TB p.13 Explain some of the Background on psalms.

Pray Psalm 138 (A prayer of Thanksgiving) At the end of the psalm, invite students to pray silently, thanking God for something they are very grateful for.

LOOKING AT THE LIVING WORD:

SB p.20 (Scripture references about Noah, Abraham, Jacob and Moses)

DISCOVERING THE MESSAGE:

Divide the class into groups. In each group, students read the Scripture passages chosen for a given Person of the Old Testament. They answer the following questions:

What do these passages tell us about Noah's prayer? How can we imitate him?

Students follow the same procedure for Abraham, Jacob and Moses.

Class sharing:

Introduce some short prayers from the Old Testament that make for genuine prayers from the heart.

Examples:

1. "Speak Lord, Your servant is listening." (Samuel)
2. "My Lord, help me, who am alone and have no help but you." (Esther 4:14)
3. "When you call me, I will listen to you." (Jeremiah 29:12)
4. "The Lord is my shepherd. There is nothing I shall fear." (Psalm 23)
5. "Have mercy on me, O God, according to your steadfast love." (Psalm 51)
6. "As the deer longs for the running water, so my soul longs for you, O God." (Psalm 42:2)

Students choose one prayer. They write it in their exercise book. Invite students to put a tune to their one liner quote and to pray it as they walk about.

LESSON 51: PRAYER OF JESUS

SB p. 20, 21

LOOKING AT LIFE:

One day the disciples of Jesus said: "Lord, teach us to pray." Think of reasons that made the disciples ask Jesus to teach them how to pray. What prayer did he teach them?

Let's pray the Our Father.

SB p.21: Students find readings in Scripture that show Jesus praying alone, with others in the synagogue (Lk 4:16) or in the temple. (Students refer to their Bible index)

They record their findings in their exercise books.

LOOKING AT THE LIVING WORD:

SB p.20 (column 1, last paragraph)

SB p.21 (column 1, first 2 paragraphs)

SB p. 21 Jesus redeemed the world through His prayers as well as through His deeds. Explain.

DISCOVERING THE MESSAGE:

Discuss: "Prayer was important to Jesus..."

Why did Jesus pray? (to communicate with His Father)

How did he pray? (alone, with others, in the larger community)

Students choose one of the four Gospels to discover that Jesus prayed before (examples: Luke 6:12 - before choosing his disciples) Mt. 1:45, Mt.14:23, Mk 6:46)

SB p. 20 Read and discuss: "Jesus' prayer is the....." In this paragraph, what are the qualities of Jesus' prayer mentioned? (loving union with the Father, complete confidence, trust..)

Jesus gave prayer first place in His life. Prayer was for Him as normal as breathing.

FOR MY LIFE: SB p.21: "All prayer is to choose to spend time with God. I will decide today when I will pray and where I will pray.

Prayer: Students find a quiet place, alone, to communicate with Jesus in prayer.

LESSON 52: BASIC FORMS OF PRAYER

SB p.20 TB p. 14

LOOKING AT LIFE:

Students name some things we must do in order to stay physically alive. (eating, drinking, breathing)

What are some of the things we must do to be spiritually alive? One of them is prayer

SB p.21 Read and discuss paragraph 3 and 4: "It is prayer that helps.. How does prayer help us?"

LOOKING AT THE LIVING WORD:

SB p.20: Basic Forms of Prayer.

DISCOVERING THE MESSAGE:

SB p.20: BASIC FORMS OF PRAYER :

Students read one basic form of prayer at a time and discuss. They give examples of prayer of adoration, petition, intercession and thanksgiving.

For each basic form of prayer, the teacher offers an example taken from Scripture. For example:

Adoration: John 20:28

"My Lord and my God."

Petition: Luke 18:13

"Lord have pity on me a sinner."

Intercession: John 4:49

"Come with me before my child dies."

Thanksgiving: Luke 17:16

"He threw himself at Jesus feet and thanked Him."

Students read Luke 18:9-14.

Which of these two men offered God a true prayer?

What basic form of prayer do we find in the tax collector's prayer?

SB p.20 (paragraph 1) Read and discuss.

How does Jesus want us to pray?

- with a lively and persevering faith
- be faithful in prayer
- present our petitions to the Father in His name.

Explain: All forms of prayer are expressions of love. Like Jesus we are called to pray alone, with others, and with the Church community.

Write a prayer in which there is loving praise, petition and sorrow for sins, intercession and thanksgiving.

LESSON 53: BASIC FORMS OF PRAYER FOUND IN THE EUCHARIST

SB 20

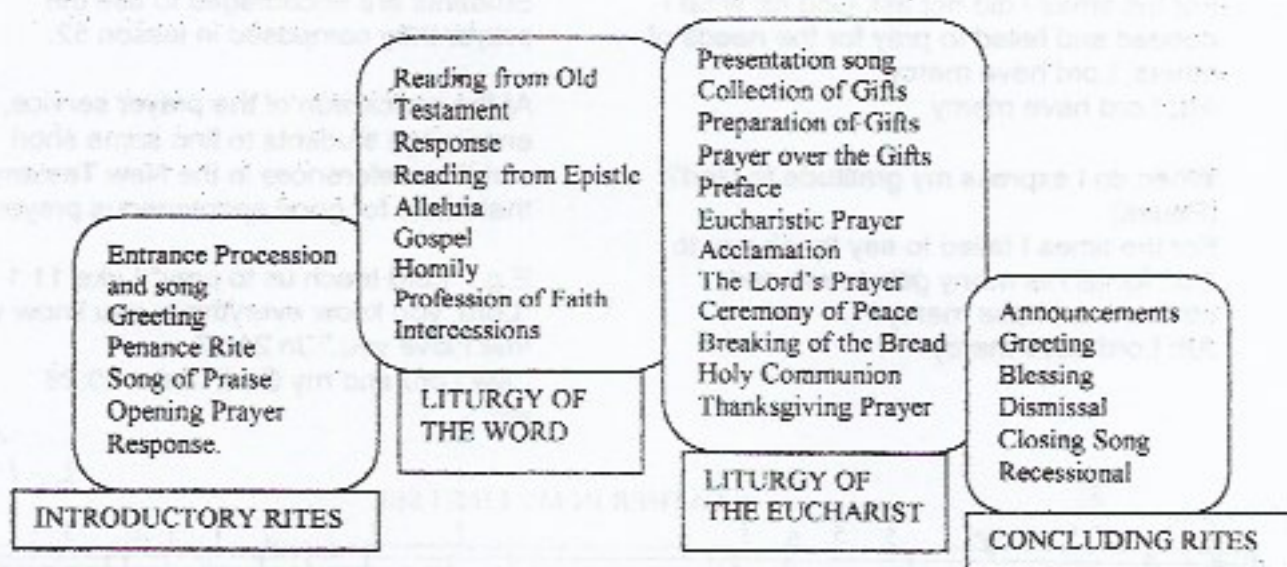
LOOKING AT LIFE:

Students recall the last celebration of the Eucharist they attended. Which part of the Mass did they like best?

SB p.20 Explain: "The Eucharist contains and expresses all forms of prayer."

Students identify moments in the Mass where the four basic forms of prayer learned in Lesson 52 are used.

REVIEW WITH STUDENTS THE STRUCTURE OF THE CELEBRATION OF THE MASS. Use the following diagram.



Students study the diagram with a partner.

Explain: The Introductory rites help us get ready for the Liturgy of the Word and the Liturgy of the Eucharist.

The Concluding rites bring the people's worship to a close and sends them out to witness and service.

The two main parts of the Mass are the **Liturgy of the Word** and the **Liturgy of the Eucharist**.

We hear God speaking to us through the Scripture readings. The response is usually a psalm expressing praise, sorrow, hope, trust...

Moved by God's word, the people intercede for the needs of people everywhere.

To help students have a greater appreciation of the Liturgy of the Eucharist, read slowly and prayerfully one of the Eucharistic prayers. (Mass book Eucharistic Prayer 2))

SB (Prayer section) – Students look at the Mass prayers and find out which basic form of prayer they are.

Activity: Sing some of the Mass responses.

LESSON 54: PARALITURGY

(TB p.14)

Students prepare a prayer service on the theme of PRAYER. Ref. SB p.19

Suggested Penitential Prayer:

TB p. 14 How do I adore God above all things? (Pause)

For the times, I failed to praise God for being my Creator and lover, Lord have mercy.

All: Lord have mercy.

When do I ask God for forgiveness? (Pause)

For the times I failed to ask God for His forgiveness, Lord have mercy.

All: Lord have mercy.

Do I pray for my needs and the needs of others? (Pause)

Theme 4: Proclaiming the Reign of God

For the times I did not ask God for what I needed and failed to pray for the needs of others, Lord have mercy.

All: Lord have mercy.

When do I express my gratitude to God?

(Pause)

For the times I failed to say thank you to God for all His many gifts to me and others, Lord have mercy.

All: Lord have mercy.

Students are encouraged to use the prayer they composed in lesson 52.

At the conclusion of the prayer service, encourage students to find some short scripture references in the New Testament that make for good spontaneous prayer.

E.g.: "Lord teach us to pray" Luke 11:1
 "Lord, you know everything, you know well that I love you." Jn 21:17
 "My Lord and my God." John 20:28
 etc.

L. 17

FATHER IN MY LIFE I SEE

The musical score is written for three voices (treble, alto, and bass) in a 4/4 time signature. It includes lyrics and fingerings for each part. The lyrics are: "Fath-er in my life I see You are God who walks with me. You hold my life in your hands. Close be-side you I will stand. I give all my life to you Help me Fath-er to be true. Jesus Spirit We thank you, Fa-ther for the gift of faith, through Je-sus Christ your Son, and for the gift of life with the bro-thers in this our fam-i-ly. May your go-od News be a con-stant source of strength and joy for all of us who share in in your won-der-ful lo-ve each day."

L. 21

ACTIVITIES FOR REVIEWING THE BIBLE - THEME FIVE

LESSON 55: THE PARABLES OF JESUS

SB p.22 / Group work

Review the meaning of parables in the teachings of Jesus

Divide the class into groups of 4 or 5 students, according to the parable they have chosen:

Good Samaritan: Luke 10:30-37

Good Shepherd: John 10:11-15

The Merciful Father: Luke 15:11-32

(Another possible choice, the Parable of the Unforgiving Servant: Matthew 18:21-35)

SB p.22. In each group, students:

1. Read the parable or story together.

2. Answer the questions:

- How can we apply this parable to our lives?
- What is happening in our own society today that can be compared with this parable?
- Why is it important to depend on the help of Jesus in our lives?

3. Drama or dramatic reading of the parable in the small group.

Class discussion:

Each group presents its report on the parable that was chosen.

Students make sure the message is included.

LESSON 56: BIBLE STORIES

Group work. SB p. 22

Divide the class into groups of 4 or 5 students.

Each group chooses one of the Bible stories enumerated on p. 22 in SB.

In each group, students:

1. Read the Bible story together

2. Answer the questions:

- How can we apply this Bible story to our life?
- What is happening in our own society today, that can be compared with

this Bible story? (ex. People today suffer from Aids instead of leprosy)

- Why is it important to depend on the help of Jesus in our lives?
- Drama or dramatic reading of the Bible story.

Class Discussion:

Each group reports on the Bible story that has been chosen.

Make sure students include the message of the story.

LESSON 57: ASSESSMENT

SB p.23 EXERCISE 1:

Students read through quickly, then write in their exercise book the phrase and the correct word with the number.

(Answers cf. TB p.15)

EXERCISE 2: Important People In The Bible

Theme 5: Activities for Reviewing the Bible

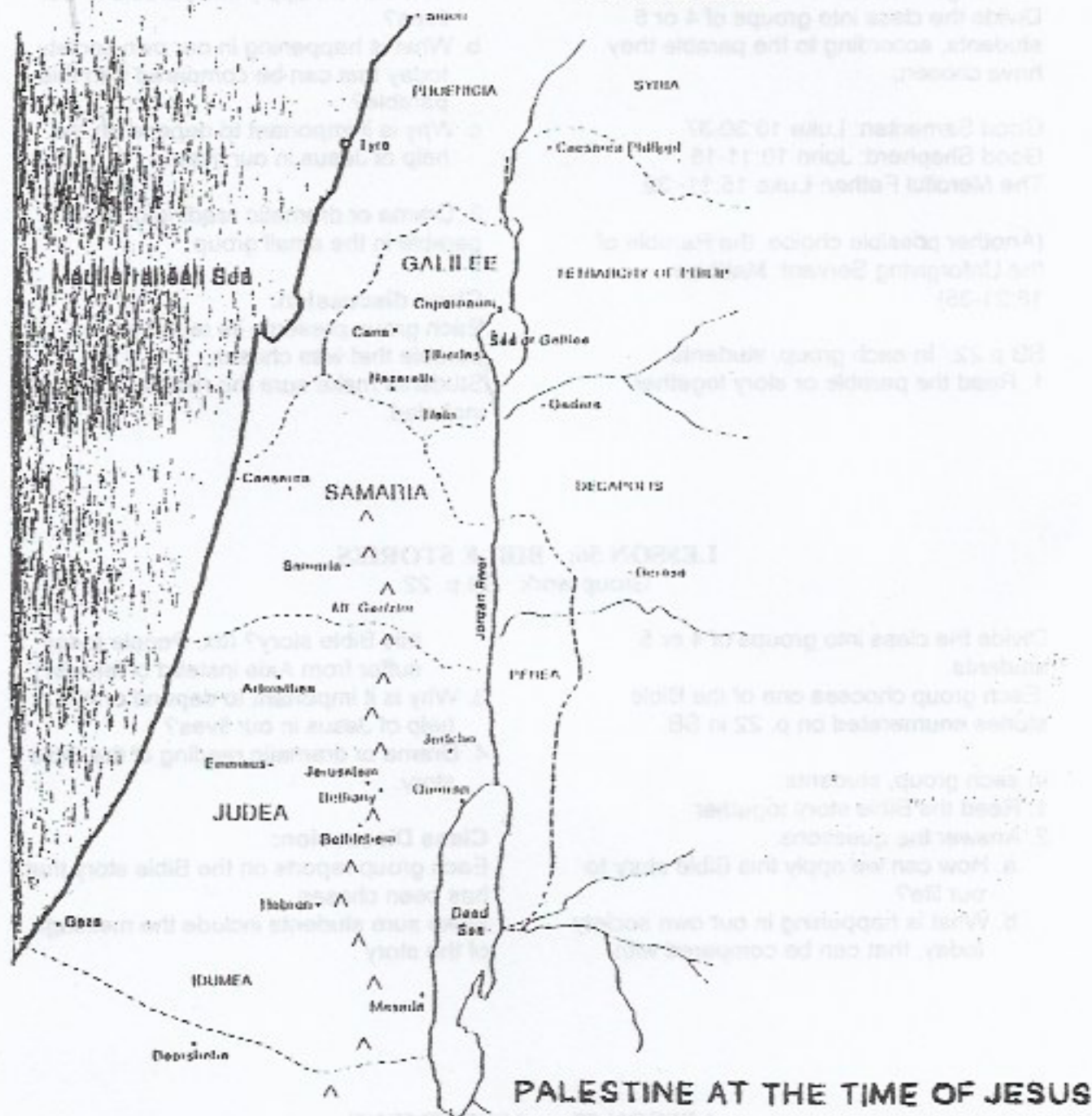
Write in your exercise book the phrase and the correct word.
(Answers cf. TB p.16)

OPTIONAL ACTIVITIES:

Complete the map by locating the following places

1. T Galilee, 2. Samaria, 3. Judea, 4. Nazareth, 5. Jerusalem, 6. Sea of Galilee,
7. Jordan river, 8. Dead Sea, 9. Mediterranean Sea, 10. Bethlehem.

Give students a copy of the map without the words above.



PALESTINE PUZZLE

Jesus spent most of his life in a land we call Palestine. Here are some of the stops he made in those thirty three years. Use the Bible references to help you name them, then circle them in the puzzle. They go down, across, diagonally and backwards.

C	C	F	B	E	T	H	L	E	H	E	M	O	R	N
G	A	O	S	S	E	N	R	E	D	L	I	W	I	A
D	P	N	S	O	L	O	G	V	E	J	D	A	T	Z
H	E	B	A	J	E	W	O	O	R	O	N	B	L	A
D	R	Y	S	E	P	U	L	C	H	R	E	E	G	R
G	N	T	T	R	H	A	G	T	H	D	E	T	E	E
E	A	H	G	U	A	V	O	E	H	A	I	H	T	T
N	U	E	S	S	O	S	T	N	L	N	Y	S	H	H
N	M	S	B	A	E	Y	H	G	G	O	T	A	S	T
E	E	E	N	L	S	C	A	O	A	N	T	I	E	H
S	A	A	B	E	T	H	A	N	Y	L	T	D	M	W
A	H	O	G	M	S	A	O	E	V	E	I	A	A	R
R	B	Y	E	L	I	R	E	V	E	T	H	L	N	I
E	P	L	O	E	M	M	A	U	S	O	M	N	E	H
T	I	M	O	U	N	T	O	L	I	V	E	T	M	E

PLACE WHERE Jesus -

1. Was born (Matthew 2:1).
2. Made foreign trip (Matthew 2:13).
3. Grew up (Luke 2:39, 40).
4. Visited temple (Luke 2:42).
5. Was baptized (Mark 1:9).
6. Was tempted (Mark 1:13).
7. Attended wedding (John 2:1, 2).
8. Met woman at well (John 4:6).
9. Preached repentance (Matthew 4:13-17).
10. Called four disciples (Matthew 4:18-22).
11. Raised widow's son (Luke 7:11-16).
12. Healed the sick (Mark 6:53-56).
13. Fed five thousand (Luke 9:10-17).
14. Foretold His death (Matthew 17:22, 23).
15. Ate with friends (John 12:1, 2).
16. Was betrayed (Matthew 26:36, 47).
17. Was crucified (Matthew 27:33-35).
18. Rose again (Matthew 28:1-6).
19. Went with two followers and broke bread (Luke 21:13-15, 28-30).
20. Gave Great Commission (Acts 1:8-12).

HAIL MARY

L. 22

treble

Hail Mary, full of grace, the Lord is with you Blessed are you among
wo - - - men, and blessed is the fruit of your womb Je - - sus Ho - - ly Mary, Mother of God
pray for us sin - - - ers, now and at the hour of our death A - - - - - men

MISSION OF THE EARLY CHURCH -THEME SIX:

LESSON 58: THE STORY OF JESUS CONTINUED WITH THE COMMUNITY OF HIS DISCIPLES.

cf. TB-17

LOOKING AT LIFE:

Write the word **CHURCH** on the board. Students call out: a word or words that express their understanding of **CHURCH**. WRITE students' responses on the board.

The story of

SIX BLIND MEN AND THE ELEPHANT:

There were six blind men from Indostan who wanted to find out what an elephant was like. The first man walked up to the elephant and bumped into it. "God bless me, the elephant is like a wall" he said. The second felt the tusk and cried, "Ho! what have we here so round and smooth and sharp? To me it's clear. The elephant is like a spear." The third man took the moving trunk within his hand. "The elephant is like a snake," he shouted. The fourth man reached out his hand and felt the leg. "What a wonderful animal," he cried, "it's just like a tree." The fifth man touched the waving ear and said, "Even a blind man can tell, this elephant is like a fan." The sixth put out his hand and grabbed the swinging tail. "The elephant is like a rope" he shouted. And so these blind men argued loud and long. Each held his opinion strongly. Though each was partly in the right they all were in the wrong. (John Goffrey Saxe -adapted from Poem)

* The blind men in the story made a mistake because they could not accept that their view of the elephant was limited.

* Help students see that their definition of **CHURCH** contains a bit of the truth but not the whole truth. The Church is a **MYSTERY**.

LOOKING AT THE LIVING WORD:

*Introduction: Jesus is the Head of the Church. His mission did not end with His Ascension into heaven. It continued with the Community of His disciples.

*Students locate the book of the Acts of the Apostles. This book is the continuation of the Gospel of Luke. It is full of exciting and interesting stories about the beginnings of the Church.

*Students read the sub-topics of chapters 1 & 2. Teacher, write them on the board.

*They take turns reading the contents of chapters 1 & 2.

DISCOVERING THE MESSAGE:

* What command, did Jesus give His Apostles before his Ascension?

What 2 things Jesus said would happen when He would send the Holy Spirit upon them?

(.. filled with power... be my witnesses)

* What are some of the things the disciples did while waiting for the coming of the Holy Spirit?

* What happened to the disciples when the Holy Spirit descended upon them

* Peter spoke to the people assembled.

What do you remember about his message that touched your heart?

* How many people became believers on the day of Pentecost?

Invite students to pretend that they are members of the early Christian community. Have them describe how they live.

FOR MY LIFE: I will ask the Holy Spirit to strengthen me so that I may become a brave and faithful follower of Jesus.

WORSHIP -Song: p. 84

1. Come Holy Spirit I Need You
Come Holy Spirit, I need you,
Come Holy Spirit, I pray,
Come with your strength and your comfort.
Come in your own special way.

2. Come Holy Spirit, I need you,
Come Holy Spirit, I pray;
Come with your peace and your guidance.
Come in your own special way.

3. Come Holy Spirit, I need you,
Come Holy Spirit, I pray;
Come with your love and protection.
Come in your own special way.

LESSON 59: GROWTH OF THE EARLY CHRISTIAN COMMUNITY

(cf. TB 17, Acts 3 & 4)

LOOKING AT LIFE:

Briefly review Acts 1 & 2

LOOKING AT THE LIVING WORD:

Read last paragraph in TB p.17 - "The New Christian Community ..."

*Students take turns in reading Acts chapters 3:1-16, 4:1-24

DISCOVERING THE MESSAGE:

List main things that happened after the coming of the Holy Spirit.

Write on board and discuss:

What strikes you in each of these events?
(e.g. courage of Peter, etc....)

Students read Acts 2: 43-47 and Acts 4:32-37. In small groups, students list the characteristics of the early Christian community.

The early Christian community grew through the preaching of the apostles and the way the early Christians lived.

FOR MY LIFE:

Pray to the Holy Spirit for the gift of courage and faithfulness to follow Jesus no matter what the difficulties are.

Song: *Come, Holy Spirit, we Need You.*

LESSON 60: COMPANIONS ON THE JOURNEY

(cf. SB p. 26-27)

Prepare a large, clear map (SB p. V)

LOOKING AT LIFE:

Discuss: What is the meaning of the word Journey?

Who has been on a journey? Where did you go? Why did you go?
Who went with you? What are some advantages in going with someone on a journey?

In your parish, when priests, pastoral workers, catechists, go to an outstation, do they take a companion with them?

LOOKING AT THE LIVING WORD:

*Students refer to the Acts of the Apostles, chapters 13-21 (sub-titles only) to discover the journeys Paul made and the names of his companions.

Read SB p.26 - Companions on the Journey column.

DISCOVERING THE MESSAGE:

*The Apostles and first disciples were missionaries. They had received the Good News and wanted to share them with everyone.

(Show a large map of LANDS OF THE EARLY CHRISTIAN STORY. Students find the corresponding map V in their book)

*The Christian message is brought to Africa. (Students find Alexandria on the map.)

*Paul made 3 missionary journeys. Barnabas was his companion on his first journey, Later Silas accompanied him. (Indicate on the map the places he went to)

Students discuss paragraphs 2 & 3, SB p. 26

*The Apostles had so much concern for the believers that since they could not be with them all the time, they wrote letters to them. The letters written by Peter, John, James, Jude and Paul were written for Christian communities.

FOR MY LIFE:

I will write a letter to someone to share the Good News of Jesus.

Song: *They'll Know We Are Christians (or Companions on the Journey)* p. 84

Activity: Read and make a picture sequence of Paul's last journey to Rome (Acts 27-28).

LESSON 61: WOMEN IN THE EARLY CHURCH

(cf. SB p.25, Acts of the Apostles)

LOOKING AT LIFE:

Students fold a sheet of paper in three equal parts.

In the first part, name of the most important women in your life

In the second part, name some of the women who are involved in the parish or outstation, _____

-In the third part, name some women in the world who have done much to carry on Jesus' message of love and forgiveness;

Sharing:

Students call out responses to one question at a time. Write responses for questions on the board.

LOOKING AT THE LIVING WORD:

Read paragraph 2, SB p.25

Scripture Readings on the board, students look them up and read them.

Acts 1:14, Acts 9:36, Acts 16:11-15

Jn 20: 11-18

DISCOVERING THE MESSAGE:

*Acts 1:14 What was the role of Mary and the other women at the beginning of the Church?

*What is the name of the woman mentioned in Acts 9:36?

What kind of a woman was she?

What did Peter do for her?

*What is the name of the woman mentioned in Acts 16:11-15?

Tell her story.

Jn 20: 11-18, SB p. 25. What did you find out about Mary Magdalene in the reading?

Activity: Compare the women in our Church with the women of the early Church. Complete sentence: I realized that

.....

FOR MY LIFE:

I will acknowledge the role of the women in the Church and support them.

WORSHIP: We unite ourselves to Mary who remained united to the Apostles while waiting for the coming of the Holy Spirit. Together, we reflect on the 3rd Glorious mystery: The Coming of the Holy Spirit. Pray a decade of the Rosary.

LESSON 62: LEADERSHIP IN THE CHURCH

(cf. TB p.18, SB p.26)

LOOKING AT LIFE:

What should be the characteristics of a good Christian leader?

Who are the people you know or have heard about that have all or some of these characteristics?

In our lesson today, we are going to look at the leadership of the early Church.

LOOKING AT THE WORD:

Read Matthew 16:18-19. (Jesus shared His authority with Peter.) Peter was given a special mission. He was asked to be the leader of the early Christians.

*Read SB p.26 (2nd column) and SB p.27 (first column)

DISCOVERING THE MESSAGE

*The mission of the early Church was to testify to the life, death and resurrection of Jesus and to proclaim His message.

Discuss the reading, SB p.26

Draw a timeline of the history of the early Church (from Pentecost to the year 312 when Christianity became a legal religion in the Roman Empire) - (cf Spread of Christianity: Witness of Everyday Living)

Pentecost		100			200		300		312
-----------	--	-----	--	--	-----	--	-----	--	-----

As students read and discuss p.26 & 27, they mark main events on their time line.

Explain further what happened after the persecutions of the Christians was ended. Many people stopped living as Christ had taught them to do. (cf. SB p.27 - The beginning of monasticism).

Comment on the need for Church leaders. Emphasize the role of the lasting

ministries in the Church : Bishops (Pope as Bishop of Rome) priests, deacons.

FOR MY LIFE:

I will memorize the Apostles' creed because it is a faithful summary of the faith of Christians from the very beginning of the early Church.

WORSHIP:

Spontaneous prayer asking Jesus to be faithful to my Christian vocation.

SPREAD OF CHRISTIANITY

Witness of Everyday Living

There were many, many, men and women after Polycarp who spread the good news by the witness of their new lives. They heard the good news; they believed in Jesus Christ; and confessed it in baptism. They lived the way of Jesus. They joined together in a Christian community; and love of God and man was their mark. The non-Christians would say, "See how these Christians love one another!" They were so different to the others around them.

They helped one another in their wants. When they came to worship they brought offerings for the poor and the needy, or to free slaves.

They looked after the sick. When there were epidemics Christians cared for those who had been left by themselves because others were afraid of their sickness. They also cared for orphans, and the widows; anyone who needed help.

When a child was born it was the custom for it to be laid at the father's feet. If the father refused to pick it up the baby was left in a lonely place to die. In a Christian home a child was looked upon as a gift of God to be loved and cared for.

When they became Christian, Masters treated their slaves as their friends, even gave them their freedom. Remember, Polycarp, as an example. Women had been the slaves and playthings of men. Christians followed Christ's example and women became respected full members of the Christian Community.

The early Christians believed the Lord Jesus lived in their midst through his Holy Spirit. They were full of joy living together as members of God's family. They showed their love for one another as brothers and sisters. The Christian way of living was so different to the non-Christian.

The great difference between the life of love, peace and joy of the Christians and the selfish quarrelling, and fearful lives of non-Christians, made many want to join the Community of Christians. The number of Christians grew rapidly and the faith was carried into many parts of Europe, Africa and Asia.

Even persecutions did not spoil the love, peace and joy of the Christians. As they died they sang for they believed that in dying they were going to God. Their hope was great. One emperor was cross that the Christians died singing and with a smile on their faces. He asked angrily "Why aren't they afraid to die?"

Here we see that Christian witness was one of the first means of spreading the Good News.

Recognition by Emperor

The Christian people of God, the Church, continued to grow steadily. During 300 years of Roman government many Christians had to choose between denying their faith in Jesus and offering sacrifice to gods. Many died rather than do the latter.

Then in 312 AD, Rome was looking for a new Emperor. The strongest man fighting for this position was Constantine. He went to get control of Rome. There is a story told that before the battle, he saw in the sky above the setting sun a cross surrounded by the words "IN HOC SIGNO VINCES" which means "in this Sign You Shall Conquer." He took these words as his motto. He also had the first two letters of the Greek name of Christ put on his helmet and the shields of his soldiers.



After many long years of war he won and became Emperor. He believed the God of the Christians had given him the victory, so he became a friend of Christians and the bloody persecution came to an end.

Christianity became important. Sunday, was declared a holiday. Christians did not have to pay taxes and were given many privileges.

Before, it was hard to be a Christian. Now it was easy and Christians were favoured. Many people now became Christian to get a job to please the Emperor without caring about the real Christian attitudes.

LESSON 63: REVIEW THEME 6: MISSION OF THE EARLY CHURCH (cf. TB p.28)

Review with students what they have learned in Theme 6

Assess their understanding of this theme, include question 4 from SB. p 28

*Recite the Apostles' Creed (back of students' books)

Activity: Write the Apostle's Creed in a form of prayer.

One student volunteers to recite the prayer on the Apostles Creed.

Conclusion:

Students realize that as Christians we continue to witness to the life and mission of Jesus. Through our Baptism we make Jesus present in our world.



LIFE OF THE CHRISTIAN
WHAT IS IT THAT CHARACTERIZES THE SAINTS?
(THEME SEVEN)

LESSON 64: EVERYONE IS CALLED TO BE A SAINT
(TB p.19, SB p.29)

LOOKING AT LIFE:

TB p. 19 (first 4 lines of Looking At Life)
Students think about people they have met and who just seem to bring the best out of them. You enjoy sharing and being close to them because they radiate a "power" or "love energy". Could you consider these people holy, living saints? What are the qualities that you admire in them?

*Students report to the whole class the qualities they admire in the people they have chosen.

*Students refer to the chart in their Student's book, p.29. Students copy it in their exercise book and complete. Allow sufficient time for them to share in groups of 2 or 3.

Story:

*** A Little Boy's Definition Of A Saint:**

A little boy was shown through many churches by his mother and told that all the figures in the stained glass windows were saints. When someone asked him what a saint was, he said in his childish simplicity, "A saint is something the light shines through."

And how true that is: saints are brightening, warming, cheering, beautifying everything they touch. (from 1000 Stories, Fr. Mihalic SVD)

LOOKING AT THE LIVING WORD:

Students recount some instances in Jesus' life on earth when He manifested great power and love.

DISCOVERING THE MESSAGE:

*What was the source of Jesus' power (authority) or love?

*Where do the saints and people you admire draw their love from?

*Have there been times in your life when you experienced the power of the Spirit working through you?

Share with the class.

Story from Simbu:

A Simbu "lapun meri" was returning to her village after having attended Sunday Mass. Some rascals ran to her with bush knives, demanding her bilum. The old Lady stretched her arms and said: You can kill me if you want. I am not afraid. I just went to Mass and received Jesus in Holy Communion. If you kill me, I know where I will be going. But you, when you die, I don't know where you will go. Surprised by the power that radiated from this old woman, the rascals left her without harming her.

FOR MY LIFE:

Take time to reflect on the attitudes you would like to develop in your life in order to live and love as Jesus did.

WORSHIP: At my Baptism, I have been called to follow Jesus and become a saint. I call upon the Holy Spirit to help me radiate his love.

Song:

Come Holy Spirit, or Shine, Jesus Shine.
p.24

Assignment:

During the next two weeks, think about your favourite Saint. Then, write one paragraph or two in your exercise book which summarizes your Saint's life. You may need to ask your teacher or your Parish Priest for information.

Answer the question: In which ways will you imitate his/her faith and love in your own life:

Optional: Make a poster to illustrate something important about the Saint you have chosen.

Shine Jesus Shine p.91

1. Lord the light of your love is shining, in the midst of the darkness shining: Jesus, the light of the world, shine upon us. Set us free by the truth you now bring us.
2. Shine on me, shine on me. Shine Jesus shine, Fill this land with Your Father's glory. Blaze Spirit blaze, set our hearts on fire. Flow river flow, Flood this nation with

grace and mercy, Send forth Your word,
Lord, and let there be light.
3. Lord, I come to your awesome
presence, From the shadows into Your
radiance. By Your blood I may enter Your

brightness. Search me, try me, consume
all my sinfulness.
4. As we gaze on Your kingly brightness.
So I wait just to spread Your lightness.
Ever changing from glory to glory. Here.
We are here, may our lives tell Your story

LESSON 65: CALL TO HOLINESS

Scripture study. (SB. p 30)

LOOKING AT LIFE:

"All Christians in any state or walk of life
are called to the fullness of Christian life
and to the perfection of charity..."CCC

As a Christian, I am called to follow Christ.
Students sing the song: FOLLOW CHRIST

*Follow Christ and love the world as he did,
When he walked upon the earth,
Love each friend and enemy as he did, In
God's eyes we have equal worth.*

*2. Follow Christ and serve the world as he
did, When he ministered to ev'ry one.
Serve each friend and enemy as he did,
So that the Father's will be done.*

*3. He said, "Love each other as I loved
you, By this all men will know you are
mine. As I served you so must you do,
This new commandment I assign.*

To be a follower of Jesus, what must I do?

LOOKING AT THE LIVING WORD:

Scripture references on the board:

Leviticus 11:44, Matthew 5:48
Matthew 27:53, Matthew 5:14-16

Students locate these references in their
Bible first and read silently.
Different students read out loud these
same scripture passages which are in their
SB, p.30.

DISCOVERING THE MESSAGE:

*Which of these scripture passages touch
your heart?

*Discuss each of these passages.

Two examples of saints taken from the
Bible: 1. Stephen, 2. Paul.

Teacher summarizes the Apostles' choice
of Stephen as a helper, his arrest and his
last speech. (Acts 6 and 7:1-53)

*One student reads Acts 7:54-60. Explain
that Stephen is the first Christian martyr.

Define the word MARTYR. SB p. 62

Saul, later known as Paul, was present at
the death of Stephen. He was a
persecutor of Christians.

Find Tarsus and Damascus on the map.
(End of Theme 6)

Read Acts 9-19: **Paul's Conversion.**

Discuss.

How did Stephen and Paul live out the
Gospel of Matthew 5:14-16,48?

FOR MY LIFE:

How can I be a light in our world today?
(Discuss with a partner)

Worship : Pray the Our Father, stressing
the part on forgiveness.

LESSON 66: SAINTS / MARTYRS OF P.N.G.

(SB p. 29, 32, TB p.20)

LOOKING AT LIFE:

Look at a copy of the Liturgical Calendar. Almost each day, the Church celebrates the feast of a person who has been recognized by the leaders of the Church as being "Blessed" or "Saint".

There are many of them. Some died young; others died old; some were learned people; others did not have an education; some were martyrs who died for their faith; others witnessed by their long lives. There are men and women and children- even babies. Some have died a long time ago; others are as modern as today.

*Many of the people who have faithfully lived and loved as Jesus did, have not been officially recognized as Saints by the Pope and the Bishops.
Do you know some people from your place whom people believe they were saints?

To honor them, the Church marks a special day when we honor all the holy people. This day is called "All Saints Day".

LOOKING AT THE LIVING WORD:

Revelation 7:9-14

SB p. 32. **Blessed Peter ToRot**

DISCOVERING THE MESSAGE:

*Reflect on Revelation 7:9-14. This passage describes a large crowd of Saints gathered around the throne of God in heaven. They are from every race, tribe, nation and language. They are our big brothers and sisters who have followed in the footsteps of Jesus.

SB pp. 31-35. Students call out the headings and sub-headings. They recognize that some are addressed as Saints, Martyrs; others are addressed as Blessed.

*Explain the meaning of Holy, Blessed, Saint, Martyr. Students locate definitions in the glossary.

*Read p.32 in SB about Blessed Peter ToRot.

Why was Peter ToRot declared a martyr?

To help students understand the process of beatification of Peter ToRot, give further information.

"When the death of Peter ToRot was made known to the villagers of Rakunai, they were all convinced that he had been killed because of the faith. So-after the end of the war they wrote in Tolai language, on the stone cross above his grave in the village cemetery, the words PETER TO ROT, A MARTIR URE RA LOTU, that is Peter To Rot, a martyr for the faith. As the years passed, this simple and spontaneous fame continued and spread more and more. (Martyrs of P.NG.by Theo Aerts)

The steps in the beatification and at a later date those of canonization of Peter ToRot.

People considered Peter ToRot a faithful Servant of God.

From 1987 to March 1989, the Church of Rabaul studied every aspect of Peter ToRot's life. They concluded that Peter ToRot, a Servant of God, was a true martyr of the faith. They then informed John Paul II, our Pope.

In January 1995, Pope John Paul II came to Port Moresby to beatify Peter ToRot. He was then called Blessed Peter ToRot and given a special Feast Day in the PNG Calendar. (Cf S.B p. 29 paragraph 1.) His canonization will come later. Proof of two miracles through his intercession are needed.

Give a brief summary of what happened during the second war 1942-1944. SB p.29, 2nd paragraph.

333 missionaries lost their lives (some were Bishops, Priests, Brothers, Sisters. Others were catechists and church helpers. More than one third of them were Catholics. (cf. summary). These known martyrs risked their lives for the sake of others, and witnessed to their faith in Christ.

FOR MY LIFE:

Today I will ask, Peter ToRot to pray for the people of PNG. I will ask myself: "Is my faith and love strong enough that I would willingly die for my faith?"

WORSHIP: Encourage students to take time alone with God.

Activity: Students copy the definitions of the vocabulary words (p.29) in their exercise books and memorize them.

LESSON 67: STORIES OF SOME MARTYRS

(SB p.31-35, TB p.20)

LOOKING AT LIFE:

Song: I have decided to follow Jesus

Do you know someone who has been made fun of because of being a Christian who tries to follow Jesus? How did you feel?

LOOKING AT THE LIVING WORD:

Read: Beatitudes Mt. 5:9-12 or SB p.16

"Happy are those who are persecuted because they do what God requires; the Kingdom of heaven belongs to them! Happy are you when people insult you and persecute you and tell all kinds of evil lies against you because you are my followers. Be happy and glad, for a great reward is kept for you in heaven."

DISCOVERING THE MESSAGE:

*Reflect on the reading.

*Divide the class into seven groups. Students in each group read the stories of Martyrs in their students' books. (Skip St. Therese, St. Francis Xavier, and Blessed Mary Mackillop who were not martyrs).

*Assign one Martyr to each group. Each group answers the following three questions:

Name of martyr –

Where did the martyrdom take place?

How was _____ killed?

Why was he/she killed?

Class sharing. Have each group report on their finding.

*Teacher tell the story of St. Maria Goretti.

JULY 6: MARIA GORETTI

Maria was only twelve years old when she was stabbed to death. She chose death rather than consent to sin.

In 1890-Maria was born into a poor family living near Anzio, Italy. When she was ten years old, the family moved to a farm near Nettuno, not far from Rome. Her family was so poor that they shared a home and the work on the farm with the Serenelli family. Just two years later, Maria's father died, leaving his wife with several small children.

Maria's mother had to take over the farm work in order to support her family. The managing of the home was to be Maria's job - cooking, cleaning, mending. So she was at home alone a great deal.

Nineteen-year-old Alessandro Serenelli was attracted to Maria. He saw her beauty and innocence and loving personality. One day he came in from the fields and tried to persuade Maria to commit a sexual sin with him. She resisted with great firmness. Alessandro dragged her inside the house. Because he was so terribly angry, he stabbed Maria fourteen times, even when she told him that what he wanted to do was a serious sin.

Maria lived until the next day. Before she died, she forgave Alessandro. He was arrested and, sentenced to prison for thirty years. At first he was very angry and resentful. After six years of prison life, Alessandro said Maria appeared to him in a dream and gave him a bouquet of lilies. This impressed him so deeply that he spent the rest of his prison term trying to make up for his crime. He became a prayerful man.

When he was released from prison, he visited Maria's mother to ask for forgiveness. She gladly forgave him. Then Alessandro worked in a monastery to do penance for his attack on Maria. In 1950 Maria was canonized, and her mother attended the ceremonies.

*Explain the practice in the church, on certain occasions, to ask the Saints to

pray (intercede) for us. We call this prayer the Litany of the Saints.
Now we make our own litany of Martyrs.
E.g. St. Maria Goretti, pray for us.

FOR MY LIFE:

I will remember that Saints are my friends.
I will ask the martyrs to pray for me in times of difficulties.

ACTIVITY: Remind students to work on their assignment – (Lesson 64).

LESSON 68: SAINTS (continued)
(SB p.30-35, TB p.20)

LOOKING AT LIFE:

Review the vocabulary words that have been used throughout this theme.

Some say: Catholics worship Mary and the saints. They should pray only to God.
What would you respond to the criticism?
We pray to God. We ask Mary and the Saints to pray to God for us. The Saints are our friends. Now that they are with God, they can help us.

LOOKING AT THE LIVING WORD:

Matthew 5:3-9. The Beatitudes have been the Saints' way of life.
SB p. 33 & 34

DISCOVERING THE MESSAGE:

Reflect on Matthew 5:3-9. Remind students that in the previous lesson we saw how the Martyrs lived the Beatitude dealing with persecutions.

All Christians are called to find their happiness in the living out of the beatitudes.

Take turns reading:

- a) St. Therese of the Child Jesus p.33
- b) St. Francis Xavier p.33
- c) Blessed Mary Mackillop p.34

How did the saints live the beatitudes?

(If there is time, tell the students the life of Chiara Badano. Chiara is an example of a saint of our time. If there is no time now, tell the story at another time.)

CHIARA BADANO:

She was beautiful, enterprising, sports-loving, an ordinary young person. Then an unexpected illness and a rapid ascent towards holiness. Her cause for beatification is underway.

Chiara was born in Sassello, a town in Italy, on 29 October 1971. She was the only child of a truck-driver, Ruggero Badano, and Maria Teresa Caviglia.

Her adolescent years were nothing out of the ordinary. In 1985, her family moved to Savona so that she could continue with her secondary school studies. She found the study quite hard-going despite being a conscientious student.

She had many friends. She dressed modestly and with good taste. She was always well-groomed, without overdoing it. She was quite popular with boys but she had her sights set on other goals. Every now and then she would comment to her friends, "He's a nice boy", but that was all.

Diagnosis: cancer

Then, while playing tennis one day, she experienced a very sharp pain in her shoulder. At first she didn't take any notice and neither did her doctor. But the pain persisted. They made further tests and found out that she had bone cancer.

After a moment's silence, Chiara accepted the illness courageously, without tears or anger. This moment changed her life and her love for Jesus and others grew more and more.

She was admitted to hospital many times and her kindness and unselfishness really stood out. Setting aside her own need to rest, she spent time walking around the wards with a drug-dependent girl suffering from serious depression. This meant getting out of bed despite the pain caused by the huge growth on her spine. "I'll have time to rest later," she used to say.

Anyone who knew Chiara noticed her joy. She wrote: "Jesus sent me this illness at the right moment."

Eventually, she was admitted to a hospital in Turin. "At first we thought we'd visit her to keep her spirits up," one of her friends said, "but very soon we understood that, in actual fact, we were the ones who needed her. Her life was like a magnet drawing us to God."

One of the doctors said, "Through her smile, and through her eyes full of light, she showed us that death doesn't exist; only life exists."

Once Chiara had to undergo a very painful treatment. She said, "When the doctors began to carry out this small, but quite demanding procedure, a lady with a very beautiful smile came into the room. She came up to me and took me by the hand, and her touch filled me with courage. In the same way that she arrived, she disappeared, and I could no longer see her. But my heart was filled with an immense joy and all fear left me. In that moment I understood that if we're always ready for everything, God sends us many signs of his love."

When she lost the use of her legs, Chiara said, "If I had to choose between walking or going to heaven, I would choose going to heaven." She never gave up.

She refused to take morphine. "It reduces my clarity," she said, "and there's only one thing I can do now: offer my sufferings to Jesus to share as much as possible in his suffering on the cross."

On 19th July 1989, Chiara nearly died. She said, "Don't shed any tears for me. I'm going to Jesus. At my funeral, I don't want people crying but singing with all their hearts."

Referring to the drip attached to her arm, she said, "These drops are nothing compared to

the nails driven into the hands of Jesus." And with each falling drop, she would say, "For You, Jesus". When Cardinal Saldarini visited her in hospital, he asked her, "The light in your eyes is splendid. Where does it come from?" She replied, "I try to love Jesus as much as I can."

During her last days, she said, "I no longer ask Jesus to come and take me away to heaven. I don't want to give him the impression that I don't want to suffer any longer". Together with her mother, she prepared for her funeral. She chose her dress, the songs and flowers:-. She told her mother, "When you're getting me ready, Mum, you have to keep saying to yourself, 'Chiara is now seeing Jesus'".

Sunday, 7 October 1990, at 4.00am, she died. Her father and mother were at her bedside; and all her friends were close by. There was a great sense of peace. Her last words to her mother were, "Goodbye. Be happy because I'm happy."

There were 2000 people at her funeral. Everyone spoke of paradise, of joy, of the choice of God. The Bishop said in his homily, "Here is the fruit of a Christian family, of a Christian community."

The effects of her experience continued even after her death. All those who came to know about her felt called to live the Gospel in a more radical way, to choose God as their all. Her holiness was really contagious. Recognition of this holiness spread slowly but surely.

FOR MY LIFE:

I will remember that God is always with me. I will follow the Beatitudes.

LESSON 69: MY FAVOURITE SAINT (SB p.35)

LOOKING AT LIFE:

Song *O when the Saints*

Class present their assignment.

(cf. Lesson 64)

What are the signs of holiness?
(Gal 5:22-26)

FOR MY LIFE:

I will remember that some of the saints made mistakes and sins. Paul started out killing the first Christians.

The Good Thief made his peace with God at the last minute on the cross. (give other examples) If I ever take the wrong road, I will remember the Saints who were first

sinner and returned to God and to the way of the Beatitudes.

WORSHIP Litany using favourite saints.

Song: O when the saints go marching in, O when the Saints go marching in I want to be in their number. O when the Saints go marching in.

L. 25

Gen-tle wom-an, qui-et light, morn-ing star, so strong
and bright, gen-tle Moth-er, peace-ful dove,
teach us wis-dom; teach us love.

OUR GOD IS A GOD OF LOVE

L. 37

1. Our God is a God of love. Our God is a God of Peace. Joy, joy is
Our God is a God of Mercy. Come, let us praise God. Joy, joy is
all a-round us. Joy, joy is every-where. Joy, joy is
joy, joy is every-where.

BLESSED ARE YOU

L. 38

Blessed are you the poor who trust the Father with your lives. for within your
Blessed are you the sorrow-ing who know your Father wise.
heart is born the Kingdom of the Lord. Kingdom of the Lord.
Let your light shine for all the world to see, the brightness of your
Let your light shine to fill your nights and days, all will see the
light with-in, the peace that sets you free. free.
deeds you do and give your Fa-ther praise. praise.

THEME EIGHT: St. JULIE – THE JOY OF THE CROSS

See TB and SB

BEGINNINGS OF CHRISTIANITY IN PAPUA NEW GUINEA AND IN SOLOMON ISLANDS -THEME NINE

LESSON 70: THE GOOD NEWS REACHES PAPUA NEW GUINEA

(TB p.24-25, SB p.39-40)

LOOKING AT LIFE:

Students express gratitude to God for our country. (Song: National Anthem and spontaneous prayer)

Study the map of PNG and Solomon Islands. They locate the different Provinces.

Discuss some traditional beliefs that old people in the village had before Christianity (cf. SB p. 39).

Name some of the signs that God was at work among our people before the missionaries brought the Good News about Jesus.

LOOKING AT THE LIVING WORD:

Matthew 28:19-20

DISCOVERING THE MESSAGE:

Read Matthew 28:19-20

Missionaries heard the call of Jesus to go and proclaim the Good News to our people. Many came with great faith and courage to preach Jesus.

Long before missionaries actually started to preach the Good News, European explorers sailed by Sidea. A Franciscan priest was with them.

Read TB p. 24 1st paragraph: "It is known that on an island wooden Cross" (For additional details read pages 5-6 in A STORY OF CHRISTIANITY IN PNG).

FOR MY LIFE:

In Sidea, the island people realized that the strangers regarded the sign of the Cross as very important. Is the sign of the Cross equally important in my life? Could

people who see me make the sign of the cross, discover that it is very important?

Assignment: Activity 2, SB p 40

"Interview a Missionary..." Instruct students to have this assignment ready for lesson 74.

European Sailors arrived at Sidea.

On a certain afternoon in 1605 two small boys were gathering shell fish on a reef when suddenly one called out to the other: "Rami, una galea" and pointed out to sea. It was a big canoe with huge sails blowing in the wind. It had a strange mark on the sails and flags it carried, and it was heading straight for the shore. The boys ran back to the village to tell of their discovery.

Soon the whole village population was standing on the beach. After hours of watching, the big canoe came right up to the coral reef and stayed there. A smaller canoe was put into the water, and some men with light skin climbed in and pulled towards the shore a good way from the village. The village men were armed with spears made of black palm. They were ready to fight as they had been many times before when war canoes came from nearby islands. But this was different so they were not sure what to do. They watched and waited.

The strange men went to a stream and filled a wooden object with water. Later many more of the men came ashore, cut bush sticks and made a platform. Then of them put a large covering over his body. On the back of it was the same mark the island people had seen on the big canoe. The sailors gathered round this strangely covered man and bent their knees to the sand. He made the sign of that mark on himself and all the others did the same. The leader did many strange actions, often repeating the sign of the mark.

When they had finished what they were doing, two men carried something up to the top of a small hill. They dug a hole and put the end of

the object in it. It stood up straight, two crossed pieces of wood making the shape of that same sign again.

The village people had begun to realize that this mark must have had some important meaning for these strange men. The strangers stayed around for a few days and then the people watched their big canoe sail out of sight

.....
Today there are people living on that island in the Milne Bay district. It is now called Sideia. The wooden cross which those sailors had

planted no doubt rotted and fell down. But on the spot there is today a white painted cross with these Words written on it:

**HERE ON 28TH APRIL 1605, THE
FRANCISCAN CHAPLAIN ON TORRES'
SHIP CAME ASHORE AND SAID THE
FIRST KNOWN MASS TO BE
CELEBRATED IN PAPUA.**

LESSON 71: ARRIVAL OF MISSIONARIES / COUNTRIES THEY CAME FROM TB p25 - Map of the World

LOOKING AT LIFE:

Name some missionaries you know today.
Where do they come from?
(Write their names on the board. Locate the country he/she comes from on the world's map.)

What do you think has been the hardest thing missionaries have had to face in coming to PNG and SI?

LOOKING AT THE LIVING WORD: Read Matthew 28:19-20, TB p. 25

DISCOVERING THE MESSAGE: Comment on Matthew 28:19-20

Review the meaning of "The Church is Catholic" (universal). TB p.25.
Jesus intended His Church to carry the Gospel to all nations and to all cultures. Thousands of men and women, priests, brothers, sisters and lay people left their homes and countries to answer the call of Christ to bring the message of the Gospel to all people in PNG and SI.
Many of the missionaries were Catholics, others were Lutherans, Anglicans, London Missionaries, and Methodists.

TB p. 25. Find places on map.

1845 -The Marist Fathers from France came to San Cristobal (SI) and then to Isabel Island (SI)

1847 -The Marist Fathers landed in Woodlark and in 1848, they went to Rooke Island. Some of their priests were killed, others died of exhaustion, starvation and fever. They were not able to continue. They left after 8 years.

1855 -Pontifical Institute For Foreign Missions Fathers took the place of the Marists. After a short time, they too had to leave for the same reasons.

1882 -The missionaries of the Sacred Heart from France came to Rabaul, New Britain; in 1885 they went to Yule Island.

1886 - Lutherans with Johann Flierl came to Finschhafen, in the Morobe Province.

1891 -The Anglicans (Albert MacLaren) came to the North Coast of PNG.

1896 -The SVD Fathers and Brothers (Society of the Divine Word) arrived in Tumbleo, Aitape. They were German missionaries.

1934 - The SVD missionaries went into the Highlands (Chimbu, Mt. Hagen).

Many hardships faced the missionaries... Many died of malaria and from other diseases. Some were killed. However, others continue to come.

As the missionary activities continued to grow, the government assigned specific areas to the different groups of missionaries that came.

FOR MY LIFE:

Prayer: Students offer a prayer of thanksgiving for the missionaries who came to share the Good News of Jesus to the PNG people.

LESSON 72: STORIES OF SOME MEN MISSIONARIES

TB p 24-25

LOOKING AT LIFE:

Students share with one another stories of men missionaries they have heard their people talk about in their villages.

Teacher shares some of his/her personal stories.

LOOKING AT THE LIVING WORD:

Read SB p.40; Acts of the Apostles 1:8

DISCOVERING THE MESSAGE:

Students reflect on how the Spirit helped the Apostles at the beginning of Christianity. They suffered all kinds of persecutions and hardships. The Spirit gave them power and made them brave and courageous.

They become aware that the same thing happened to the early missionaries who came to PNG and SI.

TB p.24 Explain that some missionaries were martyred.

- Bishop Epalle was killed when he went ashore on San Cristobal. (See next page)

-Blessed John Mazzucconi (cf. TB p. 24)

- Bishop Patterson, an Anglican, was clubbed to death...(cf. TB p. 24)

TB p. 25. Tell the story of Ruatoga. For more details read selections from "A story of Christianity in PNG, p. 11-16)

FOR MY LIFE: I will not forget to interview a missionary.

Prayer: To The Holy Spirit

Reminder: Reports from interviews with missionaries will be due for lesson 74.

INACCESSIBLE MELANESIA

THE VICARIATE OF MELANESIA

included: the Solomon Archipelago, New Britain, New Ireland, New Hanover, the Admiralty Islands, New Guinea and the adjacent islands. Bishop Epalle, Marist, is in charge of it as well as of the Vicariate of Micronesia which includes the Gilberts, the Marshalls, the Carolines, Ascension (Ponape), Truk, Palau (Belau) and a few others. This time New Guinea is included with the others, in a Vicariate Apostolic.

At the beginning of December 1845, Bishop Epalle, seven priests and seven brothers landed at San Cristobal in the South Solomons, to begin the evangelization of Melanesia.

The welcome by the pagans was against all expectations. The missionaries looked around

the island and wished to visit the whole of it before deciding where to make their centre. They re-embarked and set off to the north. Ten days later they anchored before Isabel Island. There the first contact was definitely hostile. The newcomers began by exploring the coast. They tried patiently to win the people. To no avail! Four days after landing on the island, fighting started suddenly with stones, axes and clubs. The missionaries, protected by the rifles of the sailors, returned to the boat which brought them to land. They narrowly escaped being killed. But Bishop Epalle was wounded fatally, his head and body covered with blows. He died on December 19th, after three days of painful agony.

His confreres did not give up. They tried to win the people back, but their attempts were in vain, and on January 10th, 1846, they sailed

for San Cristobal. The attitude of the local people had become hostile.

Fr. Montrouzier was hit by a spear, wounding him grievously. Nevertheless he survived. And so evangelization began.

In the meantime, Fr. Collomb who had been appointed to be co-adjutor to Bishop Epalle, and who had heard about the murder of his Bishop, arrived just in time to comfort his confreres and to restore their courage. Then he sailed to New Zealand where Bishop Viard gave him episcopal ordination. Without losing any time, he returned to San Cristobal where he learnt of the tragedy which had wiped out his team. One priest had died of fever, three other religious had been massacred.

Not letting himself be too discouraged, Bishop Collomb moved to Woodlark (Muju). He left on that island two priests and a Brother. He himself, again with two priests and a brother, headed for Rooke Island (Umboi), between New Britain and New Guinea.

The situation was critical for the Marist missionaries. They held two posts, far from each other and with weak teams. The circumstances became unbearable when Bishop Collomb died of exhaustion on July 16th, 1848. Four months later one of his companions also died. The original team had been broken. Exhaustion, starvation and fever had defeated their resistance. The two survivors left Rooke Island to rejoin their companions in Woodlark and await Fr. Jean-Claude Colin, their Founder and Superior

General, to decide their destiny. In 1852 the Marists left their Mission in PNG.

Another Congregation relieved them: The Institute of the Foreign Mission of Milan (or the P.I.M.E. Fathers) sent missionaries. On October 8th, 1852, four new missionaries arrived on Woodlark, at their head Fr. Paolo Reina, Prefect Apotolic. The Marist Fathers who remained at their post to the end, welcomed them, gave them encouragement, advised them to leave Woodlark and re-occupy Rooke. The newcomers set to work without delay.

Very soon they were confronted by the same difficulties: sickness, starvation and resistance of the local people. Soon exhausted, they gave up.

Already one of them, Fr. Giovanni Mazzuconi, had gone to Sydney to restore his health.

When the other Milan Priests decided to go to Australia they were hoping to join their confrere. However, on arrival in Sydney, they learnt that the Father had gone back to their mission.

Fr. Mazzuconi, back in Woodlark, found the mission abandoned. The local welcome was at first friendly, but while all those around him pretended to rejoice at his homecoming, one man sneaked behind his back and felled him with a well aimed blow of a club.

This time the mission was completely deserted. There was not one Catholic missionary left. It remained abandoned until 1881 when Rome called on the M.S.C. Fathers to take up mission work in PNG again.

LESSON 73: STORIES OF WOMEN MISSIONARIES

(Grade 7, SB p.61)

LOOKING AT LIFE:

Students call out the names of women missionaries whom they know or have heard about.

Discuss how these women have contributed to the spreading of the Good News.

LOOKING AT THE LIVING WORD:

Review the role of Mary and of the Women in the New Testament (Gospels and Acts of the Apostles - Theme 6)

DISCOVERING THE MESSAGE:

Like the men missionaries, women missionaries left their country and their communities to come and serve their brothers and sisters in PNG and SI. They witnessed to the Good News through their loving service in teaching, nursing and other activities. They worked in collaboration with men missionaries who normally prepared the buildings and made first contacts. They helped greatly in having women's dignity recognized, helping the women to find their true place in society.

Summarize the early history of the women missionaries who came to PNG and SI.

The first five Sisters to come to PNG, Yule Island, are known as the OLSH (Daughters of Our Lady of the Sacred Heart). Their motto is: May the Sacred Heart of Jesus be everywhere loved." More Sisters joined them later.

A few years later, the Missionary Sisters of the Sacred Heart (MSC) came, as well as the Marist Sisters.

The Holy Spirit Sisters (SSpS) came on March 26, 1899 to work among the women and children as teachers and nurses.

Two local groups of Sisters were soon founded. The Daughters of Mary Immaculate (FMI) were founded in 1912. The Handmaids of the Lord (AD) were founded in 1920. These local Sisters were outstanding in their courage and service during the Second World War.

The Carmelite Sisters came in 1934.

Later, lay men and lay women also came as missionaries.

FOR MY LIFE:

Reflect on the needs of PNG and SI. As a young Christian, how can I respond to some of the needs of my Brothers and Sisters?

LESSON 74: SCRIPTURE REFLECTION

SB p.40

LOOKING AT LIFE:

Sing: *Bring Forth The Kingdom* page 7

Activity 2: Interview Reports (SB p.40)

Students share with the whole class the results of their interviews:

Name of the Missionary that was interviewed.

Date when he or she came to PNG or SI.

Challenges and difficult times the missionaries have experienced.

Who has been their strength?

Teacher, if there was no chance to interview a missionary, tell the story of a missionary you know about.

LOOKING AT THE LIVING WORD:

SB p. 40 Scripture:

Students take turns reading the Scripture passages, pausing after each passage.

Class discussion: (SB p.40)

1. What stimulated the Missionaries to come to PNG and SI?
2. In which ways are we called to be missionaries in the Church?

Invite students to reflect individually on Question 3, SB p.40. "Think and imagine yourself as called to bring Christianity to another country. What would be the source of your strength to travel to an unknown land?"

How are the quotes we read an encouragement for you?

LESSON 75: WE ARE ALL MISSIONARIES

SB p.40

LOOKING AT LIFE:

Students reflect and share one thing they have learned during the study of theme 9.

LOOKING AT THE LIVING WORD:

SB p. 39 "The History of the Church is on-going. Its mission will not be completed

until all people have heard the Good News of Jesus and made it their way of living."

SB p.40 (2nd column, first paragraph)
Through our Baptism, we are ALL called to spread the Good News of Jesus. "Yes, we are ALL Missionaries- to go out to speak and to witness." The goodness of God is to reach out to ALL His children.

DISCOVERING THE MESSAGE:
Read and discuss the above passages.
Emphasize "to go out to.....and to witness."

Give examples of Papua New Guineans who speak and witness Christian values in our country today, or in our village.

Invite students to reflect individually on and to list ways they can witness Jesus' love in words and actions.
Sharing: Students share ways they can witness Jesus' love in words and actions.

FOR MY LIFE:

Prayer for Bishops, Priests, Religious, Catechists, lay missionaries throughout the world but especially those in PNG and in SI.

Concluding song:

*God's Spirit is in my heart, He has called me and set me apart. This is what I have to do, What I have to do:
He sent me to give the Good News to the poor, Tell prisoners that they are prisoners no more, Tell blind people that they can see, And set the downtrodden free. And go, tell everyone the news that the Kingdom of God has come.
And go, tell everyone the news that God's Kingdom has come.
Just as the Father sent me, So I'm sending you out to be My witness throughout the world, The whole of the world.
(Refrain on p. 84)*

THESE PAPUA NEW GUINEANS MADE CHRIST'S VALUES THEIR OWN

1. Ursula had been baptized when she was eight years old. She had learnt to love the values of Jesus, and grew strong in the desire to follow him. After she had left school, she went to live in the village. She was happy there working with the village women. She did not forget the Christian values. She tried often to teach others especially the little children about Jesus.

She grew into a beautiful woman. She was promised to a young man who was still at school.

Prostitution was strong in her place and her parents tried to get her to make some money this way. She refused. They were angry and tried to force her. She ran away. In the middle of the night she jumped on a small canoe and went to the mission for safety. She refused to return home until her parents would allow her to live as a Christian should.

2. Father Louis was working in his parish in the Northern District. One day he had a motor car

accident and his two feet got caught. The ambulance people had great trouble in getting him free. He was taken to Port Moresby hospital and the doctors had to cut off both his feet.

His people were very upset and wanted to take revenge on the clan of the man who had caused the accident. They prepared their spears, guns, and axes, ready to fight. Word was sent to Father in hospital and he asked for a phone to be brought to his bed. He wanted to speak to his uncle, the leader of the fight. He said to him, "Uncle what happened to me was an accident. True I have lost my feet and I am in terrible pain. But we are Christians, we must forgive what others do to us. Jesus has told us that revenge is wrong. I beg you to forgive. In the name of Christ don't fight." His uncle went back to his people and called off the fight. He said: "As Christians we must forgive."

THE CHURCH TODAY: LIVING OF THE TEN COMMANDMENTS THEME TEN

LESSON 76: A) SIGNS OF GOD'S PERSONAL LOVE FOR US

B) FIRST COMMANDMENT

(SB p41, TB p.26-27)

LOOKING AT LIFE:

Students share what they remember about the Ten Commandments they have learned in other grades.

Read or paraphrase "Instructions for Use"
(A Thought For the Day by Fr Mihalic)

"Whenever we do anything, we have to follow certain rules. We follow certain rules to walk and talk and read and write. If we drive a car or fly a plane, we must follow certain rules. Every engine or radio or recorder or video has instructions with it. We know from experience, that if we want something to run well, we must follow the instructions that come with it. It is exactly the same way in our life. When God made us, he gave us a set of instructions to make our lives run well and happily. God knew that our nature and body and mind could run wild sometimes. It must have some instructions for use. And so He gave us the Ten Commandments. Those basic guidelines are not meant to hinder us but to help us."

LOOKING AT THE LIVING WORD:

SB p41 (1st column), Deuteronomy 9:11.

Matthew 5:17, Psalm 119

(Encourage students to read and pray with this psalm 119 throughout Theme Ten)

DISCOVERING THE MESSAGE:

PART A: The Ten Commandments

SB 15.41: One student reads the first three commandments; another student reads the other seven. Students share what they notice.

Which commandment do they think people break the most today?

Read and discuss the second paragraph (first column p.41)

Read Deut. 9:11 and Matthew 5:17.
Discuss Mt. 5:17

What did Jesus say had come for?

PART B: The First Commandment

Write on the board: "I am the Lord, your God; you shall not have strange gods before me"

TB p.26 "We are to believe in God alone, to hope in Him and to love Him above all things (adoration). We must worship Him and serve Him alone.

Reflect on our society today. Is God No.1 in the lives of people you know?

Name some of the strange gods you see people putting #1. (e.g. power, success, fame, money, pleasure, sex, etc ...)

Students give examples of how one fails against the First Commandment.

TB p.26: Explain the different sins against the First Commandment mentioned / Give examples.

ATHEISM, TEMPTING GOD, DOUBT, HERESY, SUPERSTITION, IDOLATRY, DIVINATION

What type of magic or spirit beliefs do you know of?

Students write the names of sins against the first commandment and their definitions.

FOR MY LIFE:

Do I have a false god in my life which I put before God? If so, what is it? Does this false god make me feel free and happy? What do I need to do to let go of it?

Prayer: Spend time with God reflecting on how you feel when God is No. 1 in your life and how you feel when you put other things before God.

Pray some verses from Psalm 119 or sing the Ten Commandment song.

LESSON 77: OUR RELATIONSHIP WITH GOD
SECOND AND THIRD COMMANDMENTS
(TB p 27-28) - Chart of the 1st - 3rd Commandments

LOOKING AT LIFE:

How do you feel when somebody remembers your name?
Has anyone made fun of your name?
What did they say?
How did you feel?

Names are sacred and very important. In the Bible the name is the person. The name of God is "God". My name is "Me". Dishonoring God's name is dishonoring God.

Students think of ways people dishonor God's name.

LOOKING AT THE LIVING WORD:

2nd Commandment, Matthew 6:9, TB p.27
3rd Commandment, Exodus 20:9-11, TB p. 27-28, John 20:1; Acts of the Apostles 2:1.

DISCOVERING THE MESSAGE:

PART A: The second commandment:

Matthew 6:9: "Our Father... Hallowed be Your name". Explain that "Hallowed be Your name" means glorifying God, affirming how great God is.

TB.p.27 "You must respect the Lord's name. His name is holy. It is used in praise and blessing only." How do we respect or honor God's name?

During Mass, what special prayers do we use to glorify God's name? (Glory to God, Holy, Holy..)

Read, explain and give examples of sins against the second commandment (TB p. 27)

Students give other ways of failing against the 2nd commandment. Add Cursing: calling upon God to inflict evil or harm on someone. It dishonors God gravely because it attempts to make God partner to evil.

Swearing is calling upon God to witness to the truth of something. Jesus says in Matthew 5:34 that one should be so truthful as to make swearing unnecessary. Perjury is telling a lie in court under oath.

Students conclude the reflection on the second commandment by praying the GLORY TO GOD from the Mass or singing HOLY, HOLY from the Mass.

PART B: The third Commandment:

(on the 7th day, God wants us to pray, rest and recreate) On that day, we give time to God, to ourselves and to our families.

Read and discuss TB p.27, last paragraph. Why do Christians celebrate Sunday as the Lord's Day?

Why are we asked to abstain from certain types of work or business on Sunday?

TB p.28.-Emphasize "On Sunday Christians witness to the world that God must be at the HEART AND CENTER of all human life and activity."

Students call out ways of failing against the 3rd commandment: (cf. TB p.28) They name activities that prevent them and their families from praying, resting and recreating on Sunday.

FOR MY LIFE:

I will make Sunday the most important day of my week.

Worship: Pray the Glory to God and the Holy, Holy

Activities:

Students write the names of sins against the second commandment in their exercise book with their definitions.

Construct a WORD SEARCH to review new words learned in lessons ONE and TWO.

GLORY TO GOD

Glory to God in the highest, and peace to his people on earth. Lord God, heavenly King, almighty God and Father, we worship you, we give you thanks, we praise you for your glory. Lord Jesus Christ, only Son of the Father, Lord God, Lamb of God, You take away the sin of the

world: have mercy on us; You are seated at the right hand of the Father: receive our prayer. For you alone are the Holy One, You alone are the Lord You alone are the Most High, Jesus Christ, With the Holy Spirit, in the glory of God the Father. Amen.

LESSON 78: REVIEW THE FIRST THREE COMMANDMENTS THE 4th COMMANDMENT: HONOUR YOUR FATHER AND YOUR MOTHER TB p. 28

LOOKING AT LIFE:

PART A:

Students quiz one another to check how well they have memorized the first three commandments.

On a scale 1 to 10, students check on themselves how well they have obeyed the first three commandments (exercise books)

1	2	3	4	5	6	7	8	9	10
Poor			Satisfactory			Good		Very Good	

Prayer For Forgiveness:

Leader: For the times we have loved things more than You, O loving God.

All: Lord have mercy on us.

Leader: For the times we have failed to respect Your Holy Name.

All: Lord have mercy on us

Leader: For the times we have failed to worship You with others by not going to Mass on Sundays.

All: Lord have mercy on us.

Pray the first part of the Our Father

PART B:

The 4th commandment asks that we respect our Father and Mother and all those whom God has put in authority over us when they ask us to do what is right. (TB p.28)

Divide the class into groups of 4 or 5 students. Have them answer the following:

Give examples that show respect for your parents.

Give examples that show lack of respect for your parents.

Who are the people, besides your parents, who have authority over you?

Give the reasons why you should respect them.

What do you think is the cause for so much rascalism in our country?

Share.

LOOKING AT THE LIVING WORD:

Luke 2:51 Jesus was obedient to Joseph and Mary.

Eph. 6:1-2 Children's duties towards Parents

TB p.28.

DISCOVERING THE MESSAGE:

-As a teen-ager, how did Jesus honour Mary and Joseph?

-According to Paul, what are the duties of children towards their parents?

(We must therefore respect our parents, seek their advise and accept their correction.) TB. p28

Explain: "Parents have given us the greatest gift- Life". It is right that we show them our appreciation. When our parents become needy in old age, it is our duty to support them in their sickness and loneliness or trouble. (TB p.28)

Parents and those in authority must give good example and show respect for those in their care. Because they are human, sometimes they make mistakes. If they ask us to do something that is against the commandments that God has given us, we must obey God first.

Students give examples.

Relate the story of Rua (from my Responsibility bk 4, p.19)

When Rua left school she went to train as a nurse at the hospital. After she had been working for a few weeks, her father came into town and asked Rita to give him all the money she had earned. She obeyed. Each fortnight her father came for money and Rua gave him as much as she could.

After some months, Rua's father asked her to write to her brother to ask him to send money home. Her brother was working as a teacher. Rua wondered why her father wanted all this money. At last she asked him but he would not tell her.

One day Rua's uncle came to visit her and she asked him why her father was collecting so much money. At first her uncle would not tell

her, but then he said it was to pay a man to kill someone else as a pay back.

About 20 years ago, one of Rua's uncles had been killed. Her father now wanted to kill someone as a payback for this death. He was collecting money to pay a man to do this secretly. Rua was very sad when she heard this. She didn't want to anger her father, but she also knew killing and payback were wrong. She wanted to live as a Christian and she wanted her father to do this, too.

The next time that Rua's father came to ask for money, Rua refused to give it to him. She told him that she had found out why he wanted it and now she would not give him any more. Rua's father became very angry. He told Rua that if she refused to give him money, he would refuse to help her find a husband. He would refuse to have her as a daughter any more.

Rua was upset. But she knew she could not help her father kill a man. She still refused to give him money.

Now Rua's father doesn't come to see her any more. He has told the rest of his family never to talk to her again.

FOR MY LIFE:

I will find some ways to express my gratitude to God and to my parents for the gift of my life.

WORSHIP: Spend time with Jesus asking Him to show you how to be a good teen-ager like He was.

LESSON 79: HUMAN LIFE IS SACRED / 5TH COMMANDMENT

TB p. 28-29

LOOKING AT LIFE:

Imagine that you are a crew of newsmen and radio reporters. You have been sent to your own Province to find out how human life is respected or violated.

What do you see? What do you hear?

Students work in groups of 3 or 4. They record their findings on a chart with two columns:

Human Life was Respected	Human Life was violated

Group sharing

LOOKING AT THE LIVING WORD:

Psalm 139: 13: "You created every part of me." God is at the origin of our lives.

John 10:10 "I have come that you may have life, life in all its fullness".

TB p. 28 Genesis 4:2-10 Cain and Abel.

DISCOVERING THE MESSAGE:

In the Scripture readings, what is the important message? (Human life is sacred)

Jesus came that we may have life, life in all its fullness.

How did Jesus put this message into practice?

Name some persons who show by their words and actions that LIFE IS SACRED. (ex. Mother Theresa, nurses, doctors, Red Cross etc)

Write in large print: **HUMAN LIFE IS SACRED: YOU SHALL NOT KILL.**

TB p.28 Read and discuss from: "The deliberate murder to Jer.1:5."

Recall Rua's story read in lesson 78. Why was Rua's Father asking for money? Why did he want to pay someone to kill?

FOR MY LIFE:

I will take good care of my own life and that of others, because life is precious in the eyes of God.

Prayer.

Song: Prayer of St. Francis. Make me a channel of your peace.....

LESSON 80: FIFTH COMMANDMENT (continued)

TB p.28

LOOKING AT LIFE:

Refer to the students' charts (cf. lesson 79).

How is life violated in our Province?

How is life respected in our Province?

Students identify the various forms of killing and give examples.

Story: Sometimes teen-agers and young children are cruel. One day I heard screaming. I looked through the window. A boy about 9 or 10 years old was picking up rocks and throwing them at a cripple tarangu man who could hardly walk. The poor old man was not able to protect himself from the boy. I screamed: "Stop it!" Shocked, the boy ran away.

Share similar stories.

What do you think about such behaviour?

Define the words violence and murder (destruction of human life)

Give an example from the Pastoral Letter. "Not long ago the nation was shocked by an EM TV report that a young man had been murdered in Port Moresby, his head cut off and left to be found when the gates of a compound were opened in the morning. No one who saw the report will ever forget the image of the policeman carrying the boy's head in a plastic bag to the ambulance and the mourning mother wailing in great anguish. Who could do such a thing to another human being?"

TB p.28. Discuss the various forms of murder. Students write each form in their exercise book with a brief definition.

LOOKING AT THE LIVING WORD:

Matthew 5:9: "Happy are those who work for peace, God will call them His children."

TB p. 28 & 29

Sins against the fifth commandment

ABORTION: Killing an unborn child

EUTHANASIA: Killing a sick person, an old or dying person or a handicapped person

SUICIDE: Killing oneself

DISCOVERING THE MESSAGE:

Read the story of Cain and Abel.

Why did Cain kill his Brother Abel? How did he kill his brother? What did God say Cain had done?

Students name other ways we disobey the 5th Commandment:

Wars, tribal fights, payback killings, magic and witchcraft, accusations leading to killing

Comment on Matthew 5:9 (Beatitude)

arms race, etc., Harming our lives and endangering others' lives through abuse of alcohol and drugs.

TB: "We don't own ourselves. God gave us a body to use and to take care of it. It can be a sin to neglect what our bodies need."

FOR MY LIFE:

I will pray for those who destroy life and for the rascals who do not treat life as sacred.

STORIES THAT CAN BE USED TO ILLUSTRATE CHANGE OF HEART:

A. In his youth, Harold Hughes from America was a "drunk, a liar, and a cheat" One night, he hit rock bottom and decided to kill himself. Before ending his life through suicide, he wanted to explain to God why he was doing this terrible thing. As he cried and talked to God, something remarkable happened. Like a stricken child lost in a storm, I had suddenly fallen into the warm arms of my Father... I gave myself to God saying Whatever you ask, I will do it."

B. Something was happening to me. I was remembering, remembering my hate for my mother, my first days in New York when I was like a wild animal, remembering the girls I'd had, the people I'd stabbed, remembering the fear that was always there - fear - that was the big thing in my life.

I did not understand what was taking place within me. I only knew that the fear was gone. Nothing else mattered at that moment except the fact that I wanted to be a follower of Jesus Christ, whoever he was. When news spread that I had given up the gang life, one of the enemy gang members that I had attacked came after me with a flick knife. I had nothing to fight back with so I grabbed a part off a parked car and turned to face him, knowing that I could him. He grabbed me from behind me and tried to stab me in the heart with his 8 inch blade. It didn't get to my heart. It went right through my right hand and just scratched my chest. "Come on baby," I whispered. "Try it once more. It'll be your last." He came at me and I stepped back as the knife whizzed past my stomach, NOW! He was off balance. But as I brought the part back to whip it across his unprotected face I felt as though the hand of God grabbed at my arm. I prayed. For the first time in my life I prayed for myself. "God, help me." I said it again, "God, help me." The boy stared at me and backed off. My friends finally took me to the hospital. I was so weak from loss of blood.

That night I knelt beside the bed in the hospital room. I began to pray out loud, which was the only way I knew how to pray."

Praying became a daily happening in Nicky Cruz's life. Now he is a minister of Christ working to help the very type of person that he had robbed, fought and killed. What was it that enabled him to change his life?

The story is from 'RUN BABY RUN', a book by NICKY CRUZ.

**LESSON 81: 6TH AND 9 THE COMMANDMENTS
YOU SHALL NOT COMMIT ADULTERY
YOU SHALL NOT COVET YOUR NEIGHBOUR'S WIFE.**

TB p. 29

LOOKING AT LIFE:

All boys write, what a good wife should be like. / All girls write, what a good husband should be like.
Emphasize: Faithfulness.

Vocabulary word: chastity, purity, adultery, covet

LOOKING AT THE LIVING WORD:

Genesis 1: 27, 31, Ephesians 5: 25—33, Matthew 5: 27-28, Matthew 5:8, 2 Samuel 11:2-4, TB p.29

DISCOVERING THE MESSAGE:

Genesis 1:27, 31: Explain: God created human beings, making them to be like Himself. He created them male and female. God looked at everything He had made and He was very pleased. The life of

each person is sacred. My sexuality, what makes me a male or a female is therefore sacred.

The 6th and 9th commandment remind us that we must love and respect others in matters of sex.

Ephesians 5:25-33: When men and women unite in marriage they imitate God's creative act. God wants them to be faithful to each other. They must love each other as Christ loves the Church and gave His life for it.

The 6th commandment: "You shall not commit adultery". It means that married people must be faithful to one another. They cannot have sexual relationship with another man or woman.

Read Matthew 5:27-28.

The 9th commandment forbids anyone to covet a neighbor's wife, that is to want her for one's wife.

Tell the story of King David (2 Samuel 11:2-4). Which commandment did he break? (first he broke the 9th then the 6th)

TB. p.29 - Read and explain. "We are to imitate Jesus who is the perfect model of purity Aids."

Review Matthew 5:8: "Blessed are the pure of heart for they shall see God."

Suggested means for teen-agers to grow in chastity:

- Awareness that sex is a sacred gift and not a "toy" to be played with
- Friendship with Jesus through the sacraments
- Good choice of friends
- Correct information
- Daily prayer

FOR MY LIFE:

I will stay close to Jesus and ask Him to help me remain pure. I will pray for the members of my family who are seriously tempted.

LESSON 82: 7TH AND 10TH COMMANDMENTS YOU SHALL NOT STEAL YOU SHALL NOT COVET YOUR NEIGHBOURS' GOODS

TB p.30

LOOKING AT LIFE:

Recall a time when someone stole from you? What was stolen? How did you feel?

STORY of A High School boy, called Stephen: "I had a good job at a store during the holidays. Everything was going nicely. My parents were trusting me, and I could do almost everything I wanted to do. Then I was fired for stealing money from one of the registers. The reason I did this is because I was not getting enough money, which is wrong. So, I decided to do what everyone else was doing. Well, I got caught. The owner called my parents and I got fired. Now, they won't trust me anymore."

What wrong did Stephen do?

What was his excuse?

What do you think about his excuse?

LOOKING AT THE LIVING WORD:

Luke 19:1-10

DISCOVERING THE MESSAGE:

Read the story of Zaccheus.

Did Jesus have to tell Zaccheus to give back to the people the money he may have cheated from them? (Read verse 8)

TB. p.30: 7th and 10th commandments forbid stealing and desiring to possess another's property. It forbids taking or keeping unjustly what belongs to our neighbors.

Drama:

ANDREA AND FRIEND go to the store.

Andrea: I'll take a box of crackers and a can of peas too.

*(Pays, gets change, gets groceries.
Andrea and friend move from the store
but remain out in front.)*

Andrea: *(notices her change is too much.)*
Wow! Am I lucky! Look at this!
(Shows friend her change.)

She must have thought I gave her a five-Kina note!

Friend: Are you going to return it?

Andrea: Are you kidding? The store can afford it! They charge too much anyway. Come on! I'll treat you to a coke. *(They leave laughing.)*

SECOND STORY:

Joel: I'll take those crackers and a can of peas, please.

(Pays... same as above...)

Joel: *(notices his change is too much.)*
Hey, look at this!
(shows as above...)

Titus: Where are you going?

Joel: To give it back.

Titus: Are you kidding?

Joel: No, if her register is short, she will probably have to pay for it herself.
(He enters the store and gives the extra money to the grocery clerk.)

Joel: You gave me too much. I only gave you a dollar.

Grocery Clerk: Wow. Thanks! I wish everybody was as honest as you are.

Discuss the drama.

Which one of the two shoppers obeyed the 7th Commandment?

Why did the second shopper return the change to the clerk?

How would you describe the first shopper?

TB p. 30 Read : The seventh and tenth commandment forbid: Stealing, shop lifting, cheating, not returning what you borrowed, keeping what you borrow, gambling, not paying debts, giving very low wages, receiving and keeping things we know have been stolen, etc ... We must give back what belongs to another. We must not desire another's property, but be satisfied with what we have already.

Sins against the 10th commandment:

Envy: Sadness at the sight of another's goods and a great desire to have them for oneself.

Greed: Desire to collect lots of valuable things.

Avarice : Excessive desire for money and power

Students copy these sins and their definitions in their exercise books.

FOR MY LIFE: I will show my love for others by respecting their property.

Prayer.

LESSON 83: 7TH AND 10TH COMMANDMENTS (continued) JUSTICE AND CHARITY IN THE CARE AND USE OF THINGS.

TB p. 30

LOOKING AT LIFE:

READ Spring Prayer by Ralph Waldo Emerson

*For flowers that bloom about our feet,
For tender grass, so fresh, so sweet,
For song of bird, and hum of bee,
For all things fair, we hear, or see,
FATHER, IN HEAVEN, WE THANK THEE*

*For blue of stream, and blue of sky
For pleasant shade, of branches high,
For fragrant air, and cooling breeze,
For beauty of the blooming trees,*

FATHER IN HEAVEN, WE THANK THEE.

Students call out the name of one thing God has created and for which they are very grateful. Encourage them to make their own poem in appreciation for God's goods of creation ;which He has destined for all people.

LOOKING AT THE LIVING WORD:

TB p.30, Mt 5:3, Lk 16:19-23
(The Rich Man)

DISCOVERING THE MESSAGE:

Emphasize justice and charity in the care of things.

TB p.30 Read and explain "We must respect all of God's creation: animals, plants and whatever God made. All people are to enjoy all these gifts of God, so they must be protected and respected. Exploiting the environment, setting fires unnecessarily, uncontrolled logging and fishing is destroying and sinful."

Read Luke 16:19-23:

What happened to the rich man? What happened to the poor man? Explain that detachment from riches is necessary to enter the Kingdom of heaven.

We should help the poor. Jesus said: "Whatever you did for one of these least brothers or sisters of mine, you did for me." Jesus led a poor life and always had concern for the poor. The Church too has always loved and helped the poor.

TB p.30: "Reviewing the seventh commandment reminds us of the corporal works of mercy"

Activity: Puzzle:

Draw the crossword puzzle on the board. Give each student a copy of the clues or have them printed on a chart.

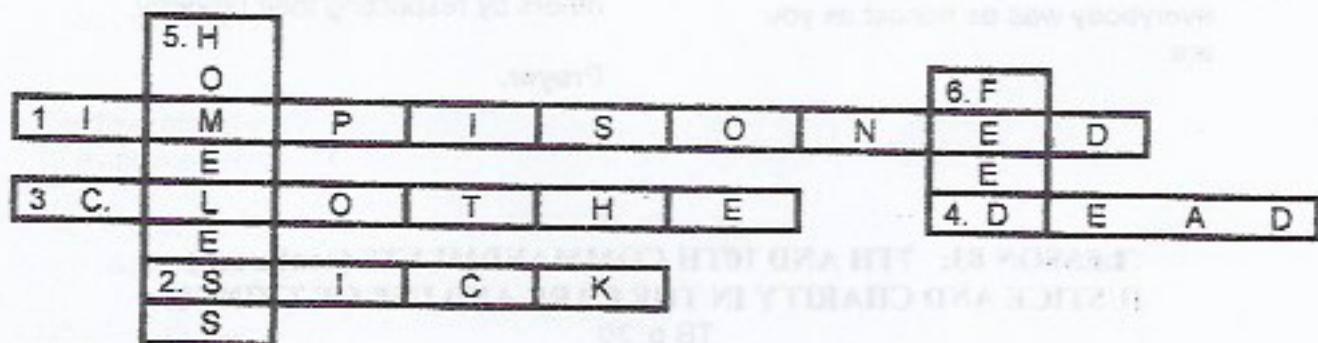
Across:

- 1: Peter collects good paperback books to send to people in prison. In his own way, he visits the _____.
2. Every Sunday Mary and her father go to see his uncle at the hospital. In their way, they visit the _____.
3. When it is very cold, Paul lends his coat to a tarangu friend. We can say that he _____ the naked.
4. John helps to dig graves. We can say that he helps bury the _____.

Down:

5. Richard's family has three refugee children living with him. His family shelters the _____.
6. Lawrence sometimes brings an extra sandwich or piece of fruit for the elderly man who lives near the school. He wants to _____ the hungry.

(Answers: imprisoned, sick, clothe, dead, homeless, feed)



FOR MY LIFE:

I will remember Jesus' words, "Whenever you did this to one of the least important of these followers of mine, you did it for me." (Mt.25:40b)

Song: Whatsoever You do...or *When I needed a neighbor* Gr. 7, p. 91

**LESSON 84: 8TH COMMANDMENT: YOU SHALL NOT BEAR FALSE WITNESS
AGAINST YOUR NEIGHBOUR.
RESPECT AND LOVE OTHERS BY TELLING THE TRUTH.**

TB p.30

LOOKING AT LIFE:

Story of the Boy who cried "Wolf".

There was once a boy whose job it was to take all the sheep belonging to the villagers to the fields near the forest. It was not a hard job. He could lie in the grass and watch the clouds and play his flute. But he wanted excitement. He would get bored with the quietness.

One day he decided to play a trick. "Wolf! Wolf!" he shouted as loudly as he could. The farmers who were working in their fields heard his cries. Quickly they grabbed strong sticks and ran up the hill to save their sheep. When they reached the top the shepherd boy was laughing. "I tricked you," he cried. The farmers were not happy.

Several days later the shepherd boy tried his trick again. The farmers thought to themselves, "He would not trick us again." So again they left their fields and ran up the hill. They were very annoyed when they discovered the trick. The very next day a wolf really did come out of the forest. The boy was very frightened. "Help, quick, a wolf!" he screamed. But the farmers did not drop their tools and run. "Just another trick," they called to each other. So the wolf killed many sheep.

What did the boy's lies do to himself and to others?

LOOKING AT THE LIVING WORD:

1 Kgs 3:16-28, Jn 18:37, Eph. 4:25,
TB p.30

DISCOVERING THE MESSAGE:

Read 1 Kings: Solomon and the 2 women.
Who was lying?
How did Solomon resolve the problem?

Read John 18:37 and discuss.
What did Jesus say He had come into the world for?
What truth did He come to reveal?

Read and discuss Ephesians 4:25.
What advice does Paul give to the Christians?
Give examples of people speaking the truth.

TB p.30 Read and discuss the different forms of lying and their consequences: Lying harms oneself (makes the person unreliable in the eyes of others, destroys trust and confidence>).

Lying is destructive to others:

Gossip (tale bearing, broadcasting another's private faults, failures or sins without sufficient reasons)

Calumny (remarks contrary to the truth)

Boasting or bragging

Students share with one another examples of people who have been seriously hurt by the lies of others.

Read the poem about Gossip from an anonymous author.

My name is Gossip

Office gossip, store gossip, market gossip, village gossip, government gossip, school gossip.

I hurt without killing.

I break hearts and ruin lives.

The more I am quoted, the more I am believed.

My victims are helpless.

To try to track me down is impossible.

The harder you try, the more elusive I become.

I topple governments and wreck marriages. I make innocent people cry in their pillows.

(adapted from Pathway to Catholicism)

Explain: No society can last if freedom and human rights are destroyed by lies.

FOR MY LIFE:

Before I repeat a story I will ask myself the questions: Is it true? Is it kind? Is it necessary? If it is neither true, nor kind, nor necessary, I will not say it.

Prayer.

LESSON 85: REVISION OF THE TEN COMMANDMENTS

PRAYER OF THANKSGIVING FOR THE GIFT OF THE TEN COMMANDMENTS

(Psalm 119: 105-112)

Your word is a lamp to guide me and a light for my path.

I will keep my solemn promise to obey your instructions.

My sufferings are terrible indeed; keep me alive, as you have promised.

Accept my prayer of thanks, O Lord, and teach me your commands.

I am always ready to risk my life; I have not forgotten your law.

The wicked lay a trap for me, but I have not disobeyed your commands.

Your commandments are my eternal possession; they are the joy of my heart.

I have decided to obey your laws until the day I die.

Review:

The 10 Commandments are God's gift to us. They are the basic guidelines that we need in order to be truly happy and alive.

Activities:

Students make two columns in their exercise book:

Column 1: Write by memory the ten commandments they have memorized.

Column 2 Re-write the ten commandments in their own words. Begin with:

I respectwhen or I love.....when...
e.g. I respect God when I pray.)

Choose one of the commandments. Imagine that everyone in your village obeys this commandment faithfully. Describe the difference it makes in the life of the people. Draw a picture or prepare a drama to illustrate.

Match each commandment (SB p.41) with one of the BEATITUDES (SB p.16)

Psalm 119: Students share the line or lines that has touched their hearts. Make a poster.

FOR MY LIFE:

I identify the commandment I find difficult to obey. Daily I will ask Jesus to help me live it.

*** Note: Some of the activities could be used as assessment.

LESSON 86: HOW JESUS LOOKS AT THE COMMANDMENTS

SB p.42

LOOKING AT LIFE:

Tell the story:

One day, a rich young woman saw a little boy dressed in torn and dirty clothes. He was looking and looking at the shoes and clothes in the show window. She felt sorry for this little boy. As she went into the store, she asked one of the store helpers to bring the little boy in and to help him choose some fitting clothes and shoes. She would pay the bill. The little boy had fun looking for shirt and trousers. He was so happy! After he had finished choosing, the store helper brought him to the rich lady to say thank you. The little boy looked at her and said: "Are you God?" "No" said the lady "But I am one of God's children just like you". "I knew it! I knew that you had to be related to Him"

(Discuss the message of this story)

LOOKING AT THE LIVING WORD:

SB p.42

DISCOVERING THE MESSAGE:

SB p.42. Read Mt. 5:17 and Mt. 5:20

What did Jesus say about the ten commandments?
Did Jesus' words and actions show that He obeyed the guidelines that were given to Moses on Mt. Sinai? - Give examples.

Read Matthew 22:36-39. Discuss.

Jesus has summed up the 10 commandments in terms of love of God and neighbour.

Students take turns reading John 14:23-24, 15:12-14

Activity:

Students make a poster to illustrate how they will respond in love for God and for neighbour.

Concluding Worship: Song: When I needed a neighbour, p.84

Read: St. Paul says:

"Love is patient and kind: Love is not jealous, or proud. Love is not ill-mannered or selfish, or cross; love does not remember wrongs; love is not happy with evil, but happy with truth. Love never gives up. Its faith, hope, patience never fail. Love is eternal." 1 Cor:4-7

Think:

Ask yourself: What you have done during the day:

What have I done to show love to others?

What have I done to show I did not love others?

Sing: "Love it was." (or another song)

Leader:

Lord, help me to realize that real love is not something I feel but something that shows itself in the way I act. Lord we know that our love is real if we don't look down on other people and think that we are better than they are. Help me not to always want to put myself as the most important person.

Response: Lord, hear our prayer.

Lord, we know our love is real if it shows itself in kindness to our friends and even to those whom we don't like. Help me to be kind.

Response: Lord, hear our prayer.

Lord, we know our love is real if we are happy when good things happen to our friends. Help me not to be jealous.

Response: Lord, hear our prayer.

Lord, we know our love is real if we aren't always talking about the wrong things other people do. Help me not to gossip.

Response: Lord, hear our prayer.

Love is sometimes easy, sometimes very hard, it can bring great joy or deep sorrow. It is the only thing which lasts forever. Let us go out now to be more loving people. Amen.

Response: Lord, hear our prayer.

Sing: "They'll know we are Christians by our love." P. 84

LESSON 87: SUGGESTED PRAYER SERVICE WITH POSSIBILITY OF RECEIVING THE SACRAMENT OF RECONCILIATION

THEME: THE LIGHT OF OUR LIVES (Adapted from Children's Liturgies

Edited by Bernadette Kenny, RSHM)

Song: *Christ Be Our Light* p. 92

GREETING:

When we love God and our neighbor, we walk in God's light. We have God's light within us. When we fail to love God and our neighbor, we dim this light.

We have many helps to keep this light bright and strong. The ten commandments

are guides to help us. Today we will think about how we sometimes fail to follow these guides.

CELEBRATION OF THE WORD:

First Reading: 1 John 1:5-7

Response: (students choose an appropriate song)

Gospel Reading: John 8:12

RITE OF RECONCILIATION:

(Ten students each read one of the following petitions. Each reader holds a lighted candle. Before reading a petition, the student blows out his/her candle as a symbol of sinfulness. The student then reads his petition. **All respond: Lord, have mercy.)**

For the times we have loved things more than God, we ask your forgiveness, Lord. **Response:**

For the times we failed to respect Your Holy Name, we ask your forgiveness, Lord. **Response:**

For the times we failed to worship you with others on Sunday, we ask your forgiveness, Lord. **Response:**

For the times we failed to love our parents or teachers by not being obedient or respectful, we ask your forgiveness, Lord. **Response:**

For the times we failed to love our neighbor by fighting or being mean to others, we ask your forgiveness, Lord. **Response:**

For the times we failed to respect our sexuality or that of others, we ask your forgiveness, Lord. **Response:**

For the times we failed to love our neighbor by stealing, we ask your forgiveness, Lord. **Response:**

For the times we failed by talking about our neighbor and saying unkind things, we ask your forgiveness, Lord. **Response:**

For the times we failed by wanting to do the wrong thing, we ask your forgiveness, Lord. **Response:**

For the times we failed our neighbor by wanting to take what did not belong to us, we ask your forgiveness, Lord. **Response:**

Prayer:

Let us pray: Father, we come before you seeking your forgiveness for what we have done wrong and for what we should have done but did not do. We have weakened our friendship with you. We have decreased your light within us (symbolized by the blowing out of candles). Through the sacrament of Penance, we can renew this light and renew our friendship with you. Help us to be sorry for our sins. We promise with the help of your grace to be better people and to make the world a better place. This we ask in the name of Your Son Jesus. Amen.

Conclusion: Blessing from the priest.

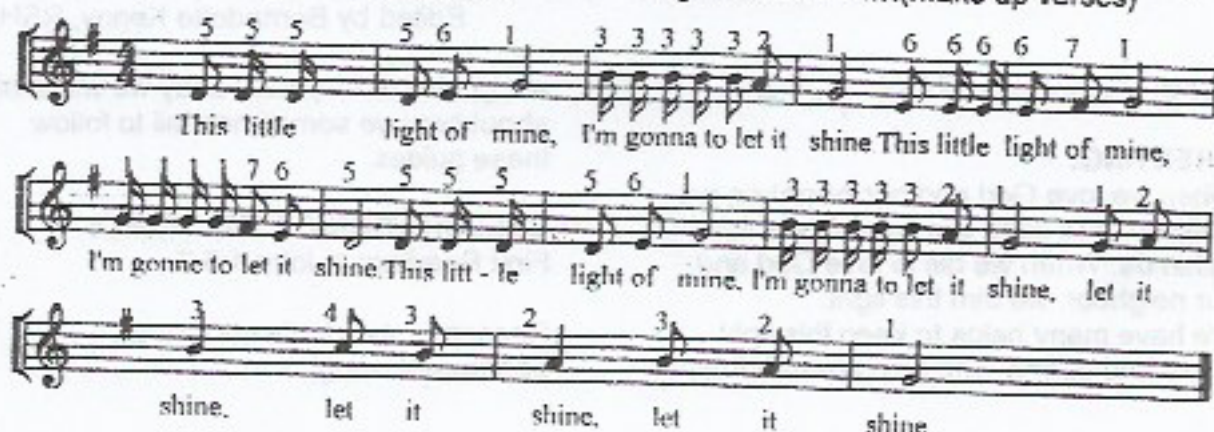
Now let us pray to the Father with confidence that he forgives us and restores his light within us. **OUR FATHER**

INDIVIDUAL CONFESSION.

(After students have had the opportunity to receive the forgiveness of Christ through the absolution of the Priest, each of the ten students take turns to light the ten candles again.)

Song: Students sing an appropriate song of Praise and thanksgiving.

Dismissal: Go now and let the light of God shine on all you meet.
Make a procession and sing: *This little light of mine.....(make up verses)*



CATHOLIC MARRIAGE - THEME 11.

LESSON 88: THE DIFFERENT MEANINGS OF LOVE.

TB p32, SB p43-44

LOOKING AT LIFE:

Last Christmas I was severely affected by malaria. I was in hospital for three weeks. While I was there I felt lonely, however, my family was always near my bed to comfort me. One day, Roy, my school mate and friend visited me. He brought me a plastic full of fruits and a news paper. He helped me to walk out of the hospital where we sat on the lawn telling stories and jokes. That day I felt energized and enjoyed eating the fruits Roy brought.

Discuss the story. What kind of love did Roy have for his sick friend?
How did he show it?

Students list ways of giving love to one another e.g. Telling someone that, "I am here with you. etc.
TB p. 32 continue.

FOR MY LIFE:

It is love that counts. - I will try to put love into everything I do, especially making sure I do not lack love when life proves most difficult and painful.

WORSHIP: Pray to God for the gift of love:
Sing: *Love it was that saved us...* p. 92

LESSON 89: DISCOVERING LOVE THROUGH SCRIPTURE.

TB p31, SB p43-44.

LOOKING AT LIFE:

An old lady lived with her son Michael and her daughter in-law close to a forest. Michael's wife did not like his mother. She was jealous of her. Many times, she told Michael to send his mother away.

Michael loved his mother but he did not want to hurt the feelings of his wife. He decided to bring his mother to a hut in the bush.

One day, Michael told his mother that he was taking her into the bush. He carried a blanket and some food. They went through a lot of bush. His mother would bend very often and pick up little stones. The son thought to himself, "Maybe she wants to find her way back." Finally they reached the small hut in the bush. Michael left his mother there. Before they said goodbye, the mother embraced the son and said, "I was afraid you would get lost in the bush so I have thrown little stones on the path. Follow these little stones and you will reach home safely."

When Michael returned he told his wife what his mother had said and done.

Discuss the story. What kind of love did the mother have for her son? How did she show it?

Students read: John 15:12, 1 Cor 13 :4-8, Eph 5:25

DISCOVERING THE MESSAGE:

SB p. 43. List on the board the characteristics of love.

What meanings do these 3 quotes have in our lives?

God who created man out of love also calls him to love every human being. For man is created in the image and likeness of God who is himself love. Since God created him man and woman their mutual love becomes an image of absolute and unfailing love with which God loves man. God blessed man and woman and said to them, "Be fruitful and multiply and fill the earth and subdue it". (CCC 1604-1605)

FOR MY LIFE:

Cut heart shape papers and print: "Love one another. Love is patient and kind."

WORSHIP. Pray for true love.
Sing: *"Love it was....."* p. 92

LOOKING AT THE LIVING WORD:

LESSON 90: SACRAMENT OF MARRIAGE/SACRAMENT OF SERVICE
TB p.32-34, SB p.47

LOOKING AT LIFE:

Paul and Miriam have been friends for a good number of years. Their love had grown so deep that they decided to get married. Their families have arranged for a wedding which eventuated successfully. Now they're living in their new home.

Introduction:

We are going to concentrate on one type of love, **JESUS** blessed and raised to the level of a sacrament. It is the love between a man and a woman in marriage.

LOOKING AT THE LIVING WORD:

Students read: Genesis 2:18-24, Matthew 19:6

DISCOVERING THE MESSAGE:

What does the Bible say about man and woman?

Consider each statement separately. Bring out the points

Mt. 19:6

MARRIAGE SYMBOLISES GOD'S LOVE: TB p. 33

Married Love (like God's love)

- creative: Fruitful (life giving to spouse and children)

- Redemptive: Faithful (forgiveness between spouses)

Universal Church and Domestic Church (comparison of both)

- Spirit unites - Jesus and followers - one body- universal church

- Spirit unites - Husband and wife- one flesh- domestic church

Activity:

SB p44-45 -MARRIAGE AND GOD'S LOVE. Characteristics of a good marriage. Read and discuss - Living a Good Marriage.

Write words and definitions in exercise book. SB p47.

Unitive, Procreative, Service

FOR MY LIFE:

MY father and mother have given life to me. I will love them in return and do what is expected of me.

WORSHIP: Pray to God to strengthen my parents' love and unity.

LESSON 91: SACRAMENT OF MARRIAGE. (continued)

Discuss: Marriage is an event of grace in which God joins a man and woman so intimately that the two will become one.

Men and women are meant to work together as a team: They are like the two blades on a pair of scissors. One blade is not more important than the other. They are equally important. One blade alone cannot cut a piece of paper. Both must work together. Both, men and women are needed and both are equally important just like the two blades on a pair of scissors.

Read: Mark 10:8 "And the two will become one. So they are no longer two, but one."

Love between a man and woman is blessed and raised to the level of a Sacrament in Marriage.

SB p44 top:

Marriage as a Contract (secular)

- itemizes terms (to put into an order, list)
- involves conditional love (sets limits: 'I stay with you if you bear a child.')
- can be terminated (to end marriage in divorce)

Examples: Two people living together, not married in Church. Each one gives to the other just to get something in return.

(conditional love) They say, "If you do this for me, then I will give you this".

Marriage is a Covenant (a holy union between both spouses)

Covenant (sacred)

- leaves terms un-itemized (no order or list)

- involves unconditional love (no limits)

- cannot be terminated (unto death)

Examples: Two people living together after marriage in Church. Each one gives to the other without wanting something in return (unconditional love). They say: "I do this because I love you". Marriage is a life time commitment until death.

Summary:

TB p34: "In marriage: self giving."

Song: Wherever you go:

LESSON 92: THE CATHOLIC CHURCH'S TEACHINGS ON MARRIAGE

TB p34, SB p46-47

LOOKING AT LIFE:

Students read: LIVING A DIFFICULT MARRIAGE

Discuss: How did their marriage life change?

Who is the main cause of the difficulty?

What could be the best possible solution?

LOOKING AT THE LIVING WORD:

Students read: Mark 10:9: "No human being must separate, then, what God has joined together".

DISCOVERING THE MESSAGE:

The Church prohibits divorce and remarriage without an annulment.

Define annulment - a permission granted by the Church in serious cases of need to separate the spouses because there has been proof of no real marriage the first time.

The Church tolerates divorce without remarriage. A divorced person who enters into marriage without an annulment while the spouse of the first marriage is living.

- He or she is urged to continue to worship with and be active in the Catholic

Community, but is not free to receive Communion.

- He or she should consult the priest to see if there are grounds for an annulment of the first marriage.

MARRIAGE ANNULMENTS: SB p.47

he Church judges after extensive interviews, study and prayer) that because of some essential defect what seemed to be a marriage was never a marriage to begin with. Some grounds for an annulment are:

1. lacking maturity to marry (not understanding the meaning of marriage)
2. lacking freedom to marry (parents forcing their son or daughter to marry)
3. hiding a serious defect in oneself to gain a partner's consent (unable to have children)

Inform students that there are people in the diocese who can help when there are problems. (Parish priest, family life office, marriage tribunals, marriage counselors)

WORSHIP: Pray for those who have difficulties in their marriage.

LESSON 93: IMMEDIATE MARRIAGE PREPARATION.

TB p.35, SB p.48

LOOKING AT LIFE:

John is a teacher who lives near my village. When he graduated from the Teachers' College he came with his girlfriend Rose. He left Rose in the village with his family while he teaches at the nearby primary school. Their families know that they'll be married so they made gardens and looked after pigs. They also prepared some traditional costumes to put on, on the wedding day. John and Rose had interviews with our parish priest and every Saturday they meet with the catechist for some lessons or instructions on marriage.

Discuss: What type of preparations are taking place?

Who is actually involved in the preparations?

LOOKING AT THE LIVING WORD:

Students read: Genesis 2:24: "Therefore, a man leaves his father and mother and cleaves to his wife, and they become one flesh."

DISCOVERING THE MESSAGE:

Marriage for a man and a woman is a way they can share a full life and give each other much happiness. Because marriage is such an important step in life it should be preceded by extended courtship;

serious reflections, honest discussion, mutual prayer.

Things to be considered and agreed upon:
Talk about

1. Where will they live
2. Visits of Wantoks
3. What the expectations of both families are
4. Children you will have
5. How you will share money and support the family (school fees etc)
6. Faith (interfaith marriage, SB p.48)
7. How you will educate your children
8. Bride price.

PREPARATION FOR MARRIAGE: A time of preparation.

1. Interview with a priest or deacon
2. Marriage instructions
3. Presentation of Baptismal: First Communion and Confirmation certificates
4. Personal and Liturgical Preparation.

ACTIVITY -Students in small groups discuss the four items listed: SB p.48. Each group reports on each item what they've discussed.

FOR MY LIFE: It is important to know the points to be considered when getting married, also to be able to help others.

LESSON 94: REMOTE PREPARATION FOR MARRIAGE. (continued)

TB p.31, SB p.44-45

LOOKING AT LIFE:

During our Primary School years we are growing up, developing, maturing. We are changing from boys and girls into young men and women. As we do this, we discover many things about ourselves. We are interested in new things and in different people. We are also interested in the fact that we are male and female. When we were children, we learned how men and women lived together by

watching our parents and other older people. But now we begin to experience new feelings in ourselves. We find ourselves feeling interested in each other as young men and women. What does it mean to grow up as young man or woman? We aren't just people growing up—we are boys growing into men and girls growing into women. Our bodies are growing up and our thoughts and feelings too. We are beginning to think and act and

feel like young men or women. We are at a very important time in our lives. **WE ARE GROWING INTO MEN AND WOMEN**

DISCOVERING THE MESSAGE:

To become mature men and women we need to control our sexual powers. (A horse needs to be bridled otherwise it will run wild). So it is with these powers in us. To prepare ourselves for a good marriage we need to watch and control our eyes, not seeking sexual pictures (pornography) to excite us. The way we look at a boy or a girl can mean that one is inordinately attracted to him or her.

We need to watch our mouth so that all speech is respectful, refrain from dirty jokes and comments that would offend being a man or a woman.

We need to watch our hands and not touch parts of our own or other's body to stimulate excitement.

We need to watch our feet and not go to places that can bring us in great difficulty or tempt us beyond our strength.

We need to watch our minds and not fill it p with unclean desires and plans.

We need to develop a strong character that can say NO to actions tat others want to tempt us to.

Learn ways of saying No if a boy or a girl would tempt us to sin and have sex:

"No thank you, I have decided not to have sex before marriage."

"I respect your feelings, but please respect my wish not to have sex with you."

"I know that for me to remain pure is God's wish and it will strengthen my character, even if you do not believe it."

For me purity or chastity are beautiful virtues in the eyes of God. I will strive for them."

LOOKING AT THE LIVING WORD:

1 Cor 3:16

List the qualities you would like to develop in your future life.

WORSHIP: We need to pray for purity in mind and body. Pray the Hail Mary.

FOR MY LIFE:

I will entrust myself to the Blessed Mother, the Virgin ever pure. I will ask her to keep me in her care and to guard me from all mistakes.

(Teacher, put up a question box and tell the students to write questions and put them in the box. Be prepared to answer them during the next lesson.)

LESSON 95: QUESTION AND ANSWER SESSION

(See last lesson)

EXAMPLE:-When is a girl ready to bear a child?

Why do some married couples don't have children?

The teacher tries to answers the questions.

Note- Questions which cannot be answered may be referred further to priests, doctors or other qualified people.

LESSON 96: RELATED ACTIVITIES ON MARRIAGE.

TB p.35

Choose any of the following; activities which is more appropriate for the students at their respective schools.

1. Invite a married couple to come and speak to the class about the joys and challenges they have had during their marriage.

2. Invite a group of married couples to come and share. (a panel discussion)
3. Visit the Family Life Centre close to your school or have a representative come out and speak to the class.
4. Get videos, that would be helpful with the topic of marriage from your Family Life Centre or from the National Library in Port Moresby.
5. Read the marriage vows.

GROUP WORK-SB p48: Choose a theme about Marriage and make a poster to share in a small group.

e.g.

I.....take you.....to be my wife. I promise to be true to you in good times and in bad, in sickness and in health. I will love you and honour you all the days of my life.

treble

Go, tell ev' - ry - - - one the news that the kingdom of God has come And go, tell ev' - - - ry one the news that the Kingdom has come.

L. 46

treble

COME HOLY SPIRIT WE NEED YOU

Come Ho-ly Spi-rit we need you. Come Ho-ly Spirit we pray - - - - -
 Kam Ho-li Spi-rit na helpim mi Kam Hol-li Spirit mi pre - - - - -

Come with your strength and your pow-er, Come in your own spec - ial way
 Kam wantaim strong, laik na pawa Kam na wok insart long mi

L. 58

treble

We are one in the Spi-rit, we are one in the Lord We are
 Yu - mi wan-pela long Spi-rit, yu - mi wan - - - - - Lord yu - - - - -

one in the Spi-rit, we are one in the Lord And we pray that all
 wan - - - - - long Spi - - - - - rit, yu mi wan - - - - - pela long Lord Yu - - - - - mi

u - - - - - ni - ty may one day be re - - - - - stored. And they'll know We are Christians by our
 ge - - - - - ta man-me - - - - - ti - - - - - i bung gen Taim ol luk - - - - - im yu - - - - - mi i laik - - - - -

love, by our love Yes, they'll know we are Christians by our love.
 ol, laik - - - - - im ol Laik blong yumi mak-im yu - - - - - mi kristen tru

L. 60

THEME 12. THE SACRAMENT OF CONFIRMATION.

TB 36-41 SB 49-58

LESSON 97: CONFIRMATION: THE HOLY SPIRIT COMES TO US IN A SPECIAL WAY.

SB p 49.

LOOKING AT LIFE:

The Sacrament of Confirmation is a Sacrament of initiation. What are the names of the other Sacraments of initiation? [Baptism, Eucharist]

Which is the first Sacrament that you need to celebrate before asking for the Sacrament of Confirmation?

Review the main points of Lessons 34 and 35 on Baptism.

Find out who has already been confirmed.

Discuss the meaning of the word "Confirmation". Confirm - ation.
Confirm means to. "make strong".
e.g.: Confirm a plane ticket reservation
Confirm the date of a special event
Confirm my intent to live as a Christian

LOOKING AT THE LIVING WORD:

TB p. 36: Background - paragraphs 1 & 2

DISCOVERING THE MESSAGE:

Discuss: Confirmation is a sacrament.....(paragraph 2)
In Confirmation, the Christian.....(paragraph 1)

- renews his or her Baptismal commitment.
- becomes more intimately bound to the community.
- commits himself or herself to spread the Good News.
- is strengthened by the Holy Spirit to be a witness to Christ.

SB p 49.

Read the definition of Confirmation.

Discuss the comparison of the Sacrament of Confirmation with a sunflower. [Use a live sunflower or make one from paper]

Activities:

1. Draw a sunflower in your exercise book. Label the parts.
Roots -- Baptism [rooted in God.]
Stem---Prayer.
Leaves---Sacraments, especially the Eucharist
Flower-- Holy Spirit. [Source of confirmation].

- 2: Write the vocabulary words with their definitions in exercise book [cf. glossary p. 59- 60].

FOR MY LIFE:

I will prepare well for my Confirmation.

Song: *Spirit of the Living God*
or any other Holy Spirit song.

SPIRIT OF THE LIVING GOD

The musical score is written for two staves. The top staff is in treble clef and the bottom staff is in bass clef. The key signature has one flat (B-flat). The melody is simple and repetitive, with lyrics written below the notes. The lyrics are: 'Spi - - rit of the liv - ing God fall a - - fresh on me Ho - - li Spi - rit be - - long God. kar - am - a - - pin mi me. Melt me, mould me, fill me, use me. Help - - im mi, skul - - - im mi, strong - - im mi, yus - im mi.'

LESSON 98: WHO IS THE HOLY SPIRIT --- GIFTS OF THE HOLY SPIRIT.

TB p. 37. SB p.50- 51

Song to the Holy Spirit

LOOKING AT LIFE:

Who is the Holy Spirit?

Make a list of words describing who the Holy Spirit is for you. Write these words in your exercise book.

LOOKING AT THE LIVING WORD:

Scripture passages. SB p. 51.

DISCOVERING THE MESSAGE:

Volunteer students read one scripture passage at a time and say, what the action of the Holy Spirit is in that passage.

The Holy Spirit fills us with special gifts to help us know and do God's Will.

Read about the 7 gifts of the Holy Spirit. SB [top on page 50].

Explain that different names are sometimes given to the following gifts.

Right judgment--Counsel

Courage--Fortitude

Reverence--Piety

wonder and awe--fear of the Lord.

SB p. 50

Learn about the gifts that help us know God's Will.

- read and discuss scripture readings.

Learn about the gifts that help us do God's Will.

- read and discuss scripture readings.

FOR MY LIFE.:

Think about the gifts. Decide which one(s) you need in your life at this time.

Prayer: Silently ask for that gift.

Song: *Come Holy Spirit, I need you.* p. 84

*Students are reminded to memorize the names and meaning of the seven gifts of the Holy Spirit.

LESSON 99: THE RIGHT OF CONFIRMATION THE HOLY SPIRIT COMES AND STRENGTHENS OUR FAITH.

SB p.52- 54.TB p.36

Prepare:

- 1: a drawing of a flower with seven petals.
- 2 :flashcards with the meaning of each gift written on them.

LOOKING AT LIFE:

Review the names of the gifts of the Holy Spirit.

[Write names in the petals of the flower as students call them out]

[Match names with their meaning]

LOOKING AT THE LIVING WORD:

SB p. 52- 53

DISCOVERING THE MESSAGE:

Read slowly and discuss p 52

In which book of the Bible do we find an account of Pentecost? [Acts of the Apostles]

Why did Jesus send the Holy Spirit to the Apostles?

Describe how the Apostles witnessed to Jesus after Pentecost.

Read:

"Today, Christ continues to send the Holy Spirit. He strengthens the faith of the

people in a special way in the Sacrament of Confirmation."

SB p. 53

Read and discuss. "Rite of Confirmation." Emphasize: the role of the Bishop in Confirmation. He takes the place of the Apostles.

The Signs of the Sacrament of Confirmation.

Words: Be sealed with the gift of the Holy Spirit.

Action: Laying on of hands.

SB p. 54

Briefly talk about the role of the sponsor.

FOR MY LIFE: Students decide on a meaningful activity.

LESSON 100: REVIEW - CORPORAL AND SPIRITUAL WORKS OF MERCY.

SB p. 55. TP p. 39

LOOKING AT LIFE:

SB p. 54

Review the rite of confirmation in complete sentences. Write in exercise books

Explain:

Through Confirmation, the Holy Spirit gives strength to the Christian to witness to Christ in the world in words and deeds.

How are you showing your faith and love through service at home? -in school? -at your church? -in your village?

(Write in exercise book, then share with a partner.)

LOOKING AT THE LIVING WORD:

TB p.39 [paragraph in middle of page].

We show we have loving hearts..... spiritual works of mercy.

DISCOVERING THE MESSAGE:

Discuss TB p. 39

How do we meet the physical needs of people?

How do we meet the social, emotional and spiritual needs of people?

Discover the loving response given by the people in the following Scripture passages. TB p. 39

Luke 10: 38- 42. [Mary, Martha]

John 1: 40- 42. [Andrew]

Matthew 27: 57 [Joseph of Arimathea]

Luke 8: 1- 3 [Women who followed Jesus]

SB p. 55

Read Acts of Christian love. (Corporal works of mercy and spiritual works of mercy) and give examples. Copy them in your exercise book.

FOR MY LIFE:

Make the words of the song your own.

Song: *Whatsoever you do* p. 91
or any other song.

LESSON 101: GUIDELINES FOR SERVICE.

SB p. 56, TB p 39

LOOKING AT LIFE:

Review the corporal and spiritual works of mercy.

List how others have reached out to help you during the past week.[Give examples]

How have you reached out to help others?[Give examples]

LOOKING AT THE LIVING WORD:

Mark 10: 46- 52 Jesus heals blind Bartimaeus.

DISCOVERING THE MESSAGE:

How did Jesus help blind Bartimaeus?
What do you learn about Jesus in this story?

Find another time in Scripture that shows Jesus helping others.

Report your findings to the class.

SB p. 56

Read and discuss: Guidelines for Service. Which of the three points did Jesus follow when he healed blind Bartimaeus?

Recall one time when you gave service to someone. Were these three points in your act of kindness? Give examples.

FOR MY LIFE:

Write in your exercise book three acts of service you will do for another person during the coming week. Ask the Holy Spirit to help you.

Concluding Song:

We are made for service, to care for all men. We are made for love both time and again. A love that will live through sorrow and pain, a love that will never die with strain.

God sent his son to show us the way. One who shared his love, every minute of the day. One who gave his life that we might live, and his Spirit to help us through the years.

treble

WE ARE MADE FOR SERVICE

We are made for service, to care for all men. We are made for love, both time and again. A love that will live through sorrow and pain, a love that will never die with strain.

LESSON 102: GO TO WITNESS. - FRUITS OF THE HOLY SPIRIT

TB p 40, SB p 57

LOOKING AT LIFE:

What fruits do you expect to find on a pawpaw tree? - on a lemon tree? - on a banana tree?

What fruits do you expect to see in the life of confirmed Christians? (List answers on the board.)

LOOKING AT THE LIVING WORD:

Lk: 6: 44- 45, Galatians 5: 22- 23.

DISCOVERING THE MESSAGE:

-Discuss Lk 6: 44- 45, stressing,

"A good person brings good out of the treasure of good things in his heart."

-Discuss Galatians 5: 22-23.

St. Paul lists nine of the fruits of the Holy Spirit. What are these fruits?

Explain:

The essential gift of the Holy Spirit is Love. This love has been poured into our hearts through the Holy Spirit that has been given to us. All the other fruits [gifts] are manifestations of this love.

(Look briefly at each of these manifestation of love and give examples.)

Kindness- a loving response to another's need. E.g. An elderly man dropped his walking stick. You picked it up for him.

Goodness- Jesus went about doing good. We try to be like him. E.g....

Joy- Sign of generous self-giving to God and to others. E.g....

Peace- deep feeling of being one with God, with ourselves and with others. E.g.

Patience- a person is patient when he/she is willing to give a person a second chance. He or she knows that no one, no situation is perfect...E.g.

Self-control- discipline.....not giving in to evil tendencies...E.g.

Faithfulness- like God, we keep our promises...E.g.

FOR MY LIFE:

Choose a fruit of the Holy Spirit you know you have. Write an example in your exercise book.

Song: Our God is a God of Love.
[lesson 37]

LESSON 103: FRUITS OF THE HOLY SPIRIT [CONTINUED]

SB p. 57

LOOKING AT LIFE:

Read prayerfully 1 Cor. 13: 4- 8a. [Love is eternal]

Read the passage again, substituting the word 'Jesus' for 'love'. E.g.: Jesus is patient....

Read a third time, substituting 'I' for 'love', e.g. I am patient.....

Discuss:

What did you experience when we changed the word "Love" by the word "Jesus"?

How did you feel when the word love was replaced by I, why?

Song: [any appropriate song about the Holy Spirit]

LOOKING AT THE LIVING WORD:

1 Cor 12: 4- 6

DISCOVERING THE MESSAGE:

What does Paul say about ways of serving and abilities to perform service?

Explain:

God gives each one of us through his Spirit certain gifts for the good of others.

What gifts do I have?

How do I share them with others?

SB p.57

What fruits of the Holy Spirit do you recognize in other people?

[Copy the chart in your exercise book and complete it.] Share with a partner.

FOR MY LIFE:

Every day I will call upon the Holy Spirit to help me use my gifts for the good of others.

LESSON 104: REVIEW [ACTIVITIES]

S.B p 58- 60

Song: students' choice. **Theme:** Holy Spirit.

Activity 1- Review the vocabulary words, spelling and meaning, associated with Confirmation.

Copy the Word Search in your exercise book, then circle the words from the given list.

Activity 2- Write an essay on the Sacrament of Confirmation: Gift of the Holy Spirit.

Use as many words as you can from the list on page 58. Later, each student share his or her essay with the class.

(*This essay could be used as a form of assessment.*)

Optional activity:

Commissioned to witness

"How can I witness? I don't know how to start!" The verse below tells how. Complete the verse by using the numbered clues to fill in the blanks with the same number.

[1] [2] [3] [4] [5] [6] [7] that
[8] [9] [10] [2] [11] [12] [13] [14] [2]
[15] [16] [17] [18] [19] [20] [21] [22]

- | | |
|----------------------------------|---|
| 1. Allow. | 12. Accomplishments. |
| 2. Of or relating to you. | 13. Also. |
| 3. Sun and flash are two kinds. | 14. To give credit and praise. |
| 4. Like this; rhymes with no. | 15. Male parent. |
| 5. Glow. | 16. What one. |
| 6. In front of. | 17. Exists. |
| 7. More than one man. | 18. Not out. |
| 8. Plural of he or she. | 19. God's home. |
| 9. Able to; also a spring month. | 20. Tax collector apostle. |
| 19. Observe. | 21. Number of smooth stones David chose to fight Goliath. |
| 11. Favorable. | 22. People on the ark times two. |

LESSON 105

Practice the Rite of Confirmation and songs

or

prepare a Para-Liturgy. Theme: **"Strengthened by the Holy Spirit go forth to witness."**

[Use the "Liturgy of the word" as a pattern. SB p 19.]

L. 83

WHEN I NEEDED A NEIGHBOUR

treble

When I needed a neighbor, were you there, were you there, when I needed a neighbor, were you there?

And the creed and the color and the name won't matter, were you there

L. 64

LORD THE LIGHT OF YOUR LOVE

treble

1. Lord the light of your love is shi - - ning, 3. Jesus the light of the world shine up - on us
2. in the midst of the dark - - ness shi - - ning, 4. Set us free by the truth you now bring us
5. Shine on - - - - - me 7. Shine, Jes - - - - - sus shine Fill this
6. shine on - - - - - me 8. Blaze, Spi - - - - - rit blaze, set our
9. Flow, ri - - - - - ver flow Flood this
10. Send forth your Word, Lord, and
land with your Fa - - - - - ther's glo - ry (8) - hearts on fire (9)
9. An - - - - - tion with grace and mercy (10)
10 let there be light

L. 100

WHATSOEVER YOU DO / WANEM WOK YU WOKIM

treble

What - so - - e - ver you do to the least of my bro - - - - - thers, that you do unto me
Wanem wok yu wok-im bilong helpim ol pi - - - - - pel em yu mekim long mi.

Stave 00

When I was hungry you gave me to eat. When I was thirsty you gave me to drink.
Taim mi stap hangre na nek - - i drai, yu givim kaikai na wa - ra long dring.

Stave 01

Now enter in - to the home of my Fa - - - - - ther.
Nau yu kam stap wantaim Papa long ho - - - - - ven

CHRIST, BE OUR LIGHT

1=5

Bernadette Farrell

L. 87

Christ, be our light! Shine in our hearts.
 Shine through the dark-ness. Christ, be our light!
 Shine in your church gath-ered to-day

LOVE IT WAS

L. 89

treble

Love it was that made us, and it was love that saved us.
 Love was God's plan when he made man. God's divine na-ture is love.
 Born of God's love we must love him. That's why he made us to love him.
 But on-ly when we love all men can we partake of God's love.
 But on-ly when we love all men can we partake of God's love.

