

# Break Through!

The Bible for Young Catholics

## New Testament Leader Guide

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# Contents

Introduction . . . . . [5](#)

## Part I: Focus on Jesus

Chapter 1: Jesus and His Family . . . . . [11](#)  
Chapter 2: Jesus' Baptism and Temptation . . . . . [20](#)  
Chapter 3: Jesus and His Disciples . . . . . [27](#)  
Chapter 4: Jesus in Prayer. . . . . [34](#)  
Chapter 5: Gospel Images of Jesus. . . . . [41](#)  
Chapter 6: Jesus the Teacher . . . . . [48](#)  
Chapter 7: Jesus the Healer . . . . . [59](#)  
Chapter 8: Jesus the Bread of Life . . . . . [64](#)  
Chapter 9: Jesus the Person of Courage . . . . . [72](#)  
Chapter 10: Jesus and His Suffering. . . . . [78](#)  
Chapter 11: The Risen Jesus . . . . . [86](#)  
Chapter 12: Images of Jesus in the Letters . . . . . [91](#)

## Part II: Focus on the Disciples of Jesus

Chapter 13: Mary of Nazareth . . . . . [97](#)  
Chapter 14: John the Baptist . . . . . [107](#)  
Chapter 15: Peter . . . . . [114](#)  
Chapter 16: Mary Magdalene . . . . . [120](#)  
Chapter 17: Mary and Martha . . . . . [126](#)  
Chapter 18: James . . . . . [131](#)  
Chapter 19: John . . . . . [135](#)  
Chapter 20: Thomas . . . . . [141](#)  
Chapter 21: Matthew . . . . . [146](#)  
Chapter 22: Judas Iscariot . . . . . [151](#)  
Chapter 23: Paul . . . . . [156](#)

Chapter 24: Barnabas . . . . . [167](#)  
Chapter 25: Timothy. . . . . [172](#)  
Chapter 26: Priscilla and Aquila . . . . . [177](#)

## Appendixes

Appendix 1: Additional Resources . . . . . [183](#)  
Appendix 2: Tools for Teaching . . . . . [188](#)  
Appendix 3: Answer Key for *Breakthrough!*  
*The Bible for Young Catholics: New Testament*  
*Activity Booklet* Puzzles . . . . . [194](#)  
Appendix 4: Index of Activities by Chapter . . . . . [201](#)  
Acknowledgments . . . . . [204](#)

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# Introduction

## Getting to Know *Breakthrough! The Bible for Young Catholics*, Its Leader Guides, and Its Activity Booklets

*Breakthrough! The Bible for Young Catholics* has a growing family of resources that complement one another. This *New Testament Leader Guide* follows the *Old Testament Leader Guide*. Activity booklets accompany both leader guides.

### The *Breakthrough!* Family of Resources

#### *Breakthrough! The Bible for Young Catholics*

*Breakthrough! The Bible for Young Catholics* will be your strongest resource for introducing young adolescents to Sacred Scripture. Every element of this Bible was carefully chosen or created to appeal to young people who are ten to thirteen years old. This starts with the choice of using the Catholic edition of the *Good News Translation* for the Bible text. The *Good News Translation* was created with a vocabulary and reading level appropriate for the younger student. If you have been using translations with a more advanced reading level, you will notice an immediate difference in your students' ability to read and understand the Bible text.

Additionally, *Breakthrough!* provides many other tools to help young people feel more comfortable and familiar with the Bible. Forty illustrated color inserts feature “interviews” with the biblical characters. These character interviews quickly identify the important events in the biblical characters' accounts and the roles these people played in salvation history. A four-page salvation history time line at the beginning of the Bible shows how these biblical characters fit into God's big picture of salvation history.

Another key feature is the inclusion of Pray It!, Study It!, Live It!, and Catholic Connections articles. These articles appear alongside the biblical text in forty biblical books. The forty books were chosen to provide the best overview of salvation history and a representative sampling of the different types of books found in the Bible. For these forty books, the articles provide a commentary to help young readers better understand and apply the biblical message to their lives. Pray It! articles give the young readers ideas about applying the spirituality of the Bible. Study It! articles give them background so that they better understand the

context of the passages they are reading. Live It! articles challenge the young people to live biblical values and teachings. Catholic Connections articles show where important Catholic teachings are found in Scripture.

These are some of the other features you will find in *Breakthrough!*

- an index of Bible stories, including events, prayers, miracles, parables, and teachings
- a glossary with definitions of more than 180 important Bible words
- a list of important Catholic prayers
- a list of important Catholic beliefs
- nine color maps

### The Leader Guides and the Bible

Both the *Old Testament Leader Guide* and the *New Testament Leader Guide for* provide you with tools to invite young adolescents to encounter God through more than forty biblical characters from both the Old and New Testaments.

The *New Testament Leader Guide* invites you to take a personal approach in your study of Jesus and his disciples. Both the *New Testament Leader Guide* and the *New Testament Activity Booklet* help you teach about Jesus through his different gifts and experiences. In the first part, “Focus on Jesus,” the emphasis is on Jesus and his teachings. In the second part, “Focus on the Disciples of Jesus,” Mary and the disciples are introduced individually to the students in an engaging activity format. The *New Testament Leader Guide* also identifies similarities between the lives of Jesus and his disciples and the lives of your students, providing you with options for inviting your students more deeply into the message of Jesus and into their own call as disciples.

### The Leader Guides and the Activity Booklets

Both of the leader guides have accompanying activity booklets that provide the students with ways to learn about Jesus or one of his disciples with greater independence. The activity booklets have word puzzles to help the students gain familiarity with the content of relevant readings as well as introductions to the subject matter, lists of relevant Scripture passages from *Breakthrough!* articles, and questions and space for reflection.

The leader guides were written to help teachers use the Bible with young people rather than as a guide to using the activity booklets. This *New Testament Leader Guide* does, however, also provide suggestions about ways you can use the Bible and both resources together. The activity booklet puzzles often function like the activities in the leader

guide, in that they require the students to read some of the passages they need to be familiar with in order to get to know Jesus or one of his disciples better. When you see the activity booklet icon, you will find suggestions about using the puzzles in conjunction with these activities.

The introductory paragraphs and reflection questions in the activity booklet often come from the activities in the leader guide. When you see the activity booklet icon in this section of the leader guide chapters, you will encounter suggestions about when and how you might have your students answer the questions in the activity booklet to enhance their experience of the activities.

The leader guide and the activity booklet both stand alone, however. There are advantages to using them together, but every activity in this *New Testament Leader Guide* can be conducted without the activity booklet, and every activity page in the activity booklet can be completed without the leader guide. The needs of your students and your own resources should determine which combination of these products you choose.

## About the Term *Young Adolescent*

You will notice that the *Breakthrough!* materials use the term *young adolescent* throughout. This term describes young people who are at the age where they would normally be in grades five through eight. We intentionally use a term that describes their age rather than their status in school, which is what would happen if we used *junior high* or *middle school*. We all know that, depending on what part of the country you find yourself, even these terms are fluid!

We also use the terms *young people* and *student* to refer to this same group. Even though some activities may lend themselves more readily to the classroom of a Catholic grade school, the authors wrote with both school and parish needs in mind.

## Looking More Closely at This Leader Guide

This leader guide has many features that will help you in your ministry with young adolescents. Though the Bible itself is not a “curriculum,” you will find that this leader guide will supplement the Christology or New Testament curriculum you are currently using.

This book consists of two parts. The first part emphasizes the life and teachings of Jesus Christ. The second part introduces the students to individual disciples who interacted with Jesus, beginning with his mother and first disciple, Mary of Nazareth. You can use the chapters in order or pick and choose as you need. In addition to inviting your students to learn the accounts about Jesus and his disciples, the material in the chapters enables you to make connections between your young people’s lives and the life of Jesus.

Three appendixes are also included, noting additional resources, tools for teaching, the activity book answer key, and an index of activities by chapter.

The next sections explain the rationale behind the different parts of the chapters.

### **Preparing to Teach**

Each chapter begins with a section called “Preparing to Teach.” There is quite a bit of “raw material” in the first half of each chapter, such as citations from Sacred Scripture, lists of *Breakthrough!* articles, and connections between Jesus or one of his disciples and young people. These tools make it easier for you to reflect about your own students and their needs and questions and then to move quickly into a lesson or session plan that will bring the Bible and its people alive for your young people.

Instead of going through the chapters sequentially, we hope you will make decisions about what and how to teach based on a combination of factors, such as what materials you have and what you think will excite your students. The chapters in this guide are set up to support your own discernment in teaching. Pray about your students’ needs, and focus on the aspects of Jesus’ life, perhaps augmented by focusing on one of his disciples, with which they would most identify right now.

The following parts of the chapters should help you tailor your teaching to the needs of your students.

### **Overview**

The overview consists of several paragraphs that bring the chapter topic into focus and highlight ways the subject connects with the young people at their own stage of development.

### **This Chapter at a Glance**

This short section gives you the names of the activities that are in the second half of the chapter. Each chapter provides at least one activity that helps the young people become more familiar with a Gospel account about Jesus or one that helps them probe more deeply into the person of Jesus or one of his disciples.

### **Scripture Passages Related to Jesus and His Disciples**

This section lists no more than twelve key passages about the aspect of Jesus or the particular disciple under study. An asterisk identifies those passages that are most important to read. This section should make it easier for you to find relevant passages and to assign reading to your group.

## Articles from *Breakthrough!* Related to Jesus



This section lists several articles from *Breakthrough!* that are relevant to your study. The Bible features Pray It!, Study It!, and Live It! articles so that the students can learn more about aspects of the Bible, develop their prayer life, and hear challenges to live differently. These three types of articles, as well as the Catholic Connections, can be springboards for conversation with your students. When you see the *Breakthrough!* icon in the margin, you will know that you will be directed to an aspect of *Breakthrough! The Bible for Young Catholics*.

## Jesus, the Disciples, and Young Adolescents Today

This section suggests several connections between Jesus, his ministry, or a particular disciple and the young people with whom you are working. Perhaps one or two of the connections will intuitively or obviously seem more suitable for your group now. But next year, with another group, another two may emerge as important.

## Activities

The second half of each chapter is devoted to class or session activities. Each chapter has a choice for you to consider as you explore the person of Jesus or one of his disciples with the students. The handouts offered for each chapter can easily be found at the end of that chapter. You will notice that the authors of this guide believe it is possible to learn about Jesus and his disciples while having an enjoyable, meaningful, and creative time.

## The Appendixes: Making It Easier for You

### Appendix 1: Additional Resources

This appendix suggests resources that provide background for you and materials that can help you share the beauty of Scripture with the students.

### Appendix 2: Tools for Teaching

This appendix contains some of the best and most creative activities that our authors wrote for this guide. These activities can be used with different biblical people. Look in this appendix if the recommended activity does not seem appropriate for your group or if you have had success with one of the approaches before.

### **Appendix 3: Answer Key for *Breakthrough! The Bible for Young Catholics: New Testament Activity Booklet* Puzzles**

This appendix contains the answers for the word puzzles that appear in the *New Testament Activity Booklet*. This appendix does not directly connect with any materials in this leader guide. You may choose to use the activity booklet to give your students additional opportunities to learn about Jesus. The activity booklet is available from Saint Mary's Press, at [www.smp.org](http://www.smp.org).

### **Appendix 4: Index of Activities by Chapter**

This appendix lists the activities from the guide by chapter, enabling you to quickly find them and providing you with some sense of the learning styles they address and the methods they use.

## **Journeying with the Young People**

Early adolescence is an exciting age from which to be looking at the accounts and person of Jesus. Young people are fairly preoccupied with the opportunities, experiences, and turmoil of this age, so they are primed for accounts about Jesus and his disciples that speak of trying new things, relating with friends, making a difference, wrestling with rejection, and making important decisions.

The opportunity to look at the issues in their own lives in light of Jesus' life presents young people with a model of how to address these issues in a loving way, with prayer and grace, and in Christian community. These young people are continuing to transition into an adult faith and relationship with Jesus as disciples. You have the privilege to journey with them.

## PART I: Focus on Jesus

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# Chapter 1

## Jesus and His Family

### Preparing to Teach

#### Overview

Jesus was born into and grew up in a family. Although his childhood and young adolescence are centuries and thousands of miles away, young people can come to understand that they themselves share many human experiences with Jesus. It helps young people to realize that Mary was likely about their age when the angel appeared to her and that the finding of Jesus in the Temple probably happened when he was a young adolescent. Your students and their parents are not the only ones who miscommunicate!

Mary, Joseph, and Jesus are a model loving family. Jesus learns a humble trade and participates in the religious rituals of a devout Jewish family. It would be a mistake, however, to idealize that this family had it easy by any means. They faced homelessness, became refugees in another country, and likely lived a subsistence lifestyle. The students can see that it was not always Christmas for this family, even though that is a snapshot of their family life that we tend to focus on.

### This Chapter at a Glance

#### Activities

- The Birth of Jesus
- *Las Posadas*
- Jesus and Human Rights Violations

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### Scripture Passages Related to Jesus and His Family

The passages listed in bold are readings the students will reference to complete the puzzle “Jesus and His Family,” on page 11 of the *New Testament Activity Booklet*.

- **Matthew 1:1–17** (The ancestors of Jesus Christ)
- **Luke 2:1–7, Matthew 1:18–25** (The birth of Jesus Christ)\*
- **Luke 2:8–20** (The shepherds and the angels)\*
- **Matthew 2:1–12** (Visitors from the East)\*
- **Matthew 2:13–15** (The escape to Egypt)
- **Luke 2:21** (Jesus is named.)
- **Matthew 2:16–18** (The killing of the children)
- **Matthew 2:19–23** (The return from Egypt)
- **Luke 2:39–40** (The return to Nazareth)
- **Luke 2:22–38** (Jesus is presented in the Temple.)\*
- **Luke 2:41–52** (The boy Jesus in the Temple)\*

Asterisk (\*) signifies key passages to cover.



## Articles from *Breakthrough!* Related to Jesus and His Family

- King of Kings (Matthew 1:1–17)
- Remember Moses? (Matthew 2:13–18)
- “Born of the Virgin Mary” (Luke 1:26–38)
- Hail Mary! (Luke 1:41–42)
- “Where Were You?” (Luke 2:41–51)

## Jesus’ Family and Young Adolescents Today

- Jesus is fully human. Adolescents share in Christ’s human nature.
- The facts surrounding the birth of Jesus were rather scandalous. Some students were also born under circumstances that others may have considered less than ideal.
- Joseph and Mary were poor. Many young adolescents can relate to a life of frugality.
- Jesus’ birth brought visitors from afar. The birth of each student brought with it a celebration and visits from relatives and friends.
- Jesus, Mary, and Joseph are refugees from violence. Young adolescents are aware of people seeking refuge because of violence in their communities.
- Jesus and his parents did not communicate well about their plans to leave Jerusalem. Young people and their parents can miscommunicate at times.

- Jesus did not see eye to eye with Mary about being by himself in the Temple. Young adolescents and their parents do not always agree on how much freedom young people should have.

## Activities

### The Birth of Jesus

In this activity, the students will read an excerpt from Luke, chapter 2, to review or learn the main events surrounding Jesus' birth.

#### Preparation

- ❑ Make copies of the handout “The Birth of Jesus” (Document #: TX003011), one for each student.
- ❑ Complete the handout yourself before meeting with the students.
- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and pens or pencils, one of each for each student.

1. Distribute the handouts, Bibles, and pens or pencils. Ask the students to read Luke 2:1–12 quietly to themselves. When they finish reading, ask them to close their Bibles and fill in the handout from memory.
2. When all the students are finished with the handout, have them check their work by opening their Bibles to the passage in Luke and reviewing their answers. Call on the students to share their answers with the class. Answer any questions they might have about the reading.



*Note:* If the students are using the activity booklet, they can work on the puzzle “Jesus and His Family,” on page 11, which covers not only Luke’s narrative but Matthew’s also. The activity on the handout “The Birth of Jesus” (Document #: TX003011) in this guide prepares the students for puzzle questions about Luke. See appendix 3 of this guide for the solution to the puzzle.



### Las Posadas

“Las Posadas” is a wonderful Advent activity that involves the whole school or religious education program. In this activity, the students will recreate the journey from Nazareth to Bethlehem in the Mexican tradition of *Las Posadas*. Because this activity ideally involves school-wide participation, it is important to give advance notice and directives to all involved.

### Preparation

- ❑ Have the class create invitations for all the other classes in the school, inviting them to *Las Posadas*. Let the classes know they will each have to assign one student as their innkeeper.
  - ❑ Have the students include a short explanation of the Mexican tradition of *Las Posadas*. (Information about this celebration is readily available on the Internet.)
  - ❑ *Las Posadas* is a Mexican tradition. *Las Posadas* means “inn” and “to find a safe place.” The celebration is a re-enactment of the arrival of Joseph and Mary in Bethlehem. Ask each class in the school to decide on a name for their inn and decorate their classroom door.
1. Assign two students in your class to play the roles of Mary and Joseph.
  2. On the designated day, begin *Las Posadas* with your class. Instruct Mary and Joseph to knock at each classroom door that is decorated. The townspeople (the remaining members of your class) follow Mary and Joseph from inn (classroom) to inn. Have the designated innkeepers from each class turn them away. Once a class’s innkeeper has turned away Mary and Joseph, that whole class, including the innkeeper, should join the procession.
  3. When Mary and Joseph reach the last inn and are again turned away, they then lead the whole school community to assemble in the sanctuary or auditorium to sing appropriate Advent or Christmas hymns, such as “O Holy Night” or “Away in a Manger.”
  4. Lead the students in a discussion of their experience of *Las Posadas*. What did it feel like to play the different roles of innkeeper, Mary, Joseph, and the townspeople?

*Additional suggestion:* Play instrumental Advent or Christmas hymns quietly over the public address system while Mary and Joseph go from inn to inn. Remind all the students to remain silent during the procession so as to present a solemn, holy environment for the event.

### Jesus and Human Rights Violations

In this activity, the students will study several events in Jesus’ life from the perspective of current international law in order to reflect more deeply on his early years.

## Preparation

- ❑ Make copies of the handouts “Human Rights” (Document #: TX003012) and “Human Rights and the Life of Jesus” (Document #: TX003013), one of each for each student.
- ❑ Have pens or pencils, one for each student.
- ❑ Reflect on or research human rights issues. The United Nations has a helpful Web site for teachers.

1. Distribute the handout “Human Rights” (Document #: TX003012), and go through the articles with the students. Clarify any questions they might have about the language used in the articles.



2. Discuss the importance of these articles in the global community. If there are any issues of human rights in the news, refer to them or to past events the students would be familiar with, to help illustrate the articles.

3. Distribute the handout “Human Rights and the Life of Jesus” (Document #: TX003013) and pens or pencils, and ask the students to complete the handout individually, using the previous handout, “Human Rights,” as a reference. Discuss the results as a class. Ask the students how they think the experience of having their human rights violated shaped Jesus and his parents.



*Note:* If the students are using the activity booklet, this would be a good time for them to answer question 1 on page 12, which asks them to find similarities between their own birth and Jesus’ birth. Have them answer the question in writing.



## The Birth of Jesus

At the time Emperor \_\_\_\_\_ ordered a \_\_\_\_\_ to be taken throughout the Empire. . . . Everyone, then, went to register himself, each to his own hometown. Joseph went from the town of \_\_\_\_\_ in Galilee to the town of \_\_\_\_\_ in Judea, the birthplace of King David. . . . He went to register with \_\_\_\_\_, who was promised in marriage to him. She was pregnant, and while they were in \_\_\_\_\_, the time came for her to have her baby. She gave birth to her first son, wrapped him in cloths and laid him in a \_\_\_\_\_—there was no room for them to stay in the \_\_\_\_\_.

There were some \_\_\_\_\_ in that part of the country who were spending the night in the fields, taking care of their flocks. An \_\_\_\_\_ of the Lord appeared to them, and the glory of the Lord shone over them. They were terribly afraid, but the angel said to them, “Don’t be \_\_\_\_\_! I am here with \_\_\_\_\_ for you, which will bring great joy to all people. This very day in David’s town your Savior was born—Christ the Lord!” (Luke 2:1,3–12)

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# Human Rights

<p>*From the “Universal Declaration of Human Rights”</p>	<p>**Convention on the Rights of the Child</p>
<p>Article 3. Everyone has the right to life, liberty and security of person.</p>	<p>Article 6 1. States Parties recognize that every child has the inherent right to life. 2. States Parties shall ensure to the maximum extent possible the survival and development of the child.</p>
<p>Article 13. 2. Everyone has the right to leave any country, including his own, and to return to his country.</p>	<p>Article 10 2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances, personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (<i>ordre public</i>), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.</p>
<p>Article 14. 1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.</p>	<p>Article 22 1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.</p>
<p>Article 16. 3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.</p>	



<p>Article 25. 2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.</p>	
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\*Articles from “Universal Declaration of Human Rights,” on the United Nations’ Web site. Used with permission.

\*\*Articles from “United Nations Convention on the Rights of the Child,” on the United Nations’ Web site. Used with permission.



## Human Rights and the Life of Jesus

Match the events in Jesus' life outlined below with the articles from the United Nations documents "Universal Declaration of Human Rights" and "United Nations Convention on the Rights of the Child," outlined on the handout "Human Rights" (Document #: TX003012), both crafted in the last century:

The circumstances surrounding the consequent birth of Jesus were rather scandalous because Mary and Joseph were betrothed to be married when Mary became pregnant by the power of the Holy Spirit.

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"After they had left, an angel of the Lord appeared in a dream to Joseph and said, 'Herod will be looking for the child in order to kill him. So get up, take the child and his mother and escape to Egypt, and stay there until I tell you to leave.'" (Matthew 2:13)

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"When Herod realized that the visitors from the East had tricked him, he was furious. He gave orders to kill all the boys in Bethlehem and its neighborhood who were two years old and younger." (Matthew 2:16)

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# Chapter 2

## Jesus' Baptism and Temptation

### Preparing to Teach

#### Overview

Many young people have been baptized, whether in the Catholic Church or in another Christian denomination. All of them have been tempted to sin. It is interesting that right after his Baptism by John, Jesus is sent by the Holy Spirit into the desert. The proximity of the two accounts suggests how much the grace of Baptism is needed to resist temptation. Though young people may not be thinking daily about their Baptism, they need to know that they have a special character because of it, one that has the strength to resist temptation if it is not weakened significantly by sin.

At Jesus' Baptism, God the Father affirms Jesus in his truest identity as God's Son. Then, in the desert, Jesus confronts those forces that seek to corrupt this identity and destiny. Many adults experience both reinforcement and doubt about their true identity, but young adolescents can perceive it to be an overwhelming struggle at times.

The young adolescent is very sensitive to the importance of belonging—being “the beloved,” “the special one”—and may believe that association with a certain group or team can provide the status they desire, at least for a short time. Yet this status often remains elusive; the feeling of being “the unbeloved” or “the ordinary one” can weigh on the young person.

Like Jesus in the desert, the young adolescent's sense of true self is challenged. Young adolescent believers struggle with social acceptance and are tempted to compromise their integrity simply to avoid the hassle of defending their faith. This chapter can help the students recognize their true selves, as Jesus did, and also provide them with tools to reject those voices that would cause them to doubt God's care for them and that would try to persuade them that they are foolish to want to serve others so willingly.

### Activities

- Presentations of Baptism and Temptation
- Baptism: Path to Our True Identity
- Resisting the Tempter with Jesus Today

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## Scripture Passages Related to Jesus' Baptism and Temptation

The passages listed in bold are readings the students will reference to complete the puzzle "Jesus' Baptism and Temptation," on page 13 of the *New Testament Activity Booklet*.

- Matthew 3:13–17, **Mark 1:9–11**, Luke 3:21–22 (The Baptism of Jesus)\*
- **Matthew 4:1–11**, Mark 1:12–13, Luke 4:1–13 (The temptation of Jesus)\*
- Matthew 16:21–28, **Mark 8:31–33**, Luke 9:22–27 (Jesus speaks about his suffering and death.)
- **Mark 9:42–47**, Matthew 18:6–9 (Temptations to sin)
- **Mark 10:35–45** (The request of James and John)
- Matthew 28:16–20, Mark 16:14–18, Luke 24:36–49 (Jesus appears to his disciples.)\*

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Jesus' Baptism and Temptation

- Facing the Devil (Matthew 4:1–11)
- Lent (Mark 1:12–13)
- Baptism, Born Again! (John 3:1–8)



## Jesus' Baptism and Temptation and Young Adolescents Today

- The Baptism of Jesus marks the beginning of his public ministry and shows all that he is beloved by God. Though many young adolescents may not remember their own Baptism, they can realize that they too are beloved of God and that because of their Baptism, God has a ministry for them.

- Jesus is willing to commit his life to God out of total love and says that his future suffering will be a Baptism. Jesus' suffering, death, and Resurrection bring life. Young people can see that the Paschal mystery allows people to grow through their suffering if they take it to God.
- Jesus experiences the pull of temptation as do young adolescents. Jesus is a model of resisting temptation and not giving in to selfishness.
- The devil tempts Jesus to use his gifts selfishly. Young adolescents face similar temptations.

## Activities

### Presentations of Baptism and Temptation

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
1. Distribute the Bibles. Then divide the class into six groups, and assign each group one of the readings from "Passages from Sacred Scripture Related to Jesus' Baptism and Temptation." Ask the students to read their passages individually in silence and then aloud in their groups.
  2. These readings contain quite a bit of imagery. Ask each group to create either a still-life representation of the reading or a skit about it. Once a group has presented its visual presentation of the story, ask the members to share what they learned either about Baptism or temptation from their reading. If you review these readings later, the students can perform again to help the class remember the accounts.



*Note:* If the students are using the activity booklet, they can now assess their knowledge of these accounts by completing the "Jesus' Baptism and Temptation" cut-out puzzle, on page 13. See appendix 3 of this guide for the solution to the puzzle.

### Baptism: Path to Our True Identity

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, pens or pencils, and sheets of paper, one of each for each student.

□ Gather the following additional supplies for this activity:

- a white board and marker for notes
- a clear drinking glass
- two cups of milk
- a can opener
- a can of chocolate syrup

1. Introduce this activity by reminding the students that during Jesus' Baptism, God the Father reveals himself and his love to Jesus and that this love is central to Jesus' identity as well as his mission. Divide the class into three groups. Assign each of the three groups one of the different accounts of Jesus' Baptism (Matthew 3:3–17, Mark 1:9–11, Luke 3:21–22), and compare the accounts together as a whole class.
2. Ask the students to reflect on these two questions:
  - ▶ What do you think your identity is based on?
  - ▶ How can you grow in knowing your own true identity as God's beloved?

The students may respond in several ways. Part of their sense of identity comes from looking back on their personal histories through scrapbooks, pictures, and stories. They also learn who they are through their interactions with family and friends. Ask the students these questions:

- ▶ What is identity theft?
- ▶ What must be scary about identity theft?
- ▶ What kinds of things must people do to “recapture” their stolen identity?

Share these thoughts with the students in your own words:

- ▶ So much deeper than our identity, according to the United States government (and even our scrapbooks), is our identity in God. Each one of us is made in God's image before Baptism. In Baptism, however, we become members of Christ. We are incorporated in the Catholic Church and take on the mission of the Catholic Church. This identity is much closer to the identity we feel within our own families.

3. Note that when we ally ourselves with a sports team or an important cause, we incorporate this sports team or cause into our identity. Ask the students these questions:
  - ▶ What are some of the differences between die-hard sports team fans and casual followers of a sports team?
  - ▶ What might a die-hard follower of Jesus look like? What might a casual follower of Jesus look like?

Share these thoughts with the students in your own words:

- ▶ When adults enter the Catholic Church, they realize they are like casual fans of Jesus who want to become die-hard fans. The word *baptism* is derived from the Greek word *baptizein*, which means “to dip or immerse in water.” A related word means “to dye,” as in dying cloth. When an adult or infant is immersed in the water of Baptism, it is like he or she is dyed with the Holy Spirit and transformed. Anyone who has seen a die-hard fan painted with team colors can see that this person has been taken over by enthusiasm for the team.
4. Use milk and chocolate syrup to help illustrate the image that we not only die with Christ but are dyed with Christ at Baptism. As you pour the chocolate syrup into the glass of milk, it sinks to the bottom. Illustrate that a person needs to stir it in order for it to become chocolate milk. Note that when we are dyed with Christ, immersed in him, at Baptism, we can either push his identity to the bottom of the glass or we can welcome him and allow him to permeate our whole existence.
  5. Conclude the activity by discussing this question with the students:
    - ▶ What can we do to stir up the presence of Christ within, to accept him more fully, to be more truly ourselves?



*Note:* If the students are using the activity booklet, this would be an appropriate time to ask the young people to respond in writing to question 1 on page 14.

## Resisting the Tempter with Jesus Today

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, pens or pencils, and sheets of paper, one of each for each student.
1. Introduce the activity with thoughts along these lines:
    - ▶ The devil’s temptations to Jesus can be seen as tests to Jesus’ true identity. Although the devil claims he is testing Jesus to see if he is God’s Son, this temptation actually asks Jesus to compromise this identity.
    - ▶ When we are tempted, we have a choice to affirm who we really are as children of God or to allow the temptation to shape our identity.

2. Arrange the students into groups of three. In their groups, have them read the three accounts of the temptations in Matthew 4:1–11, Mark 1:12–13, and Luke 4:1–13. Ask them to note the similarities and differences among the accounts. Ask these questions:
  - ▶ What is the devil trying to do in tempting Jesus? Why?
  - ▶ What is Jesus' basic answer to these temptations? Why?
3. Review the three ways the devil tempts Jesus. Note that though the devil might not tempt us in the same way, we struggle with some of the same issues that he tempted Jesus with.
  - ▶ “If you are God’s Son . . .” (Matthew 4:6) could be understood as a challenge to Jesus’ identity. While we might have a natural desire to “prove ourselves,” when do people tempt us by saying “prove it”? Do we tend to want to prove to ourselves and others that we are worthwhile?
  - ▶ The devil tempts Jesus with power and wealth. Power and wealth are certainly temptations for many people.
  - ▶ When the devil asks for the stone to be turned into bread and for Jesus to jump off the Temple, he asks him to do something “supernatural” or outside the regular forces of nature, something miraculous. Jesus used his miracles only to heal or help others. People can ask us to use our gifts selfishly rather than for others.
4. Discuss this question with the students:
  - ▶ What is our attitude toward our own gifts and talents? Do we prefer to use our gifts and talents just for ourselves, or can we see them as gifts to be used in God’s service?
5. Explore the ways Jesus resisted temptation. Ask the students to describe how he was able to do this. Aloud, reread Jesus’ response to each temptation. Ask the group:
  - ▶ Does Jesus suggest where we should turn when we feel tempted?
6. Distribute a sheet of paper and a pen or pencil to each student. Ask the students to fold the sheet of paper into three columns. Give these directions:
  - ▶ In the first column, write down five to seven talents and other good qualities you have.
  - ▶ In the middle column, for each talent or quality, write down what it looks like if you use it just for yourself or to promote yourself.
  - ▶ In the far right column, write down what the talent or quality looks like when you realize you are a son or daughter of God, a member of a community, and you use it for others.

7. To conclude the activity, discuss what makes it easy to use talents for others and what makes it difficult.



*Variation:* If the students are using the activity booklet and you are short on time, ask the students to answer question 2 on page 14, and to discuss their answers in place of steps 6 and 7 of this activity.

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# Chapter 3

## Jesus and His Disciples

### Preparing to Teach

#### Overview

Young adolescents are very concerned with their friends. Jesus also values friendship. In his friendship with the disciples, Jesus calls them to live like him and is himself a model of the servant leadership he preaches. Although some young adolescents are a poor example to their peers, many inspire and encourage their friends to virtue.

The length of Jesus' ministry is three short years. He knows his ministry must continue without him after his death and Resurrection. Jesus discerns and calls followers who are filled with the power of the Holy Spirit. He sends them out to preach, heal, and forgive sins. He begins by calling two fishermen, Peter and his brother Andrew. There is nothing remarkable about these men aside from their unabashed desire to drop everything and follow Jesus. They are not trained in theology, yet they are courageous enough to follow this Jesus, whose radically different views on religious laws are concerning to some.

Jesus values friendship. He includes the Apostles in many important aspects of his life, the Last Supper being one of the most significant. It is at this meal that Jesus models the behavior he intends the Apostles to follow in their ministry. When Jesus removes his outer garment, ties a towel around his waist, and removes the men's sandals to wash their feet, he models the behavior he expects from the Apostles—that of servant. Jesus displays behaviors that represent a new covenant between God and human beings, one based on love and service.

People who love in a Christlike way, putting the welfare of others first, are living testimonies to the existence of Christ in our world. Jesus prays to the Father for the protection of his disciples; he knows the hardships they will face when ministering in his name. Today we the Church continue this mission, and our young adolescents are part of it!

## This Chapter at a Glance

### Chapter 3

#### Activities

- Chosen for Service
- To Love and to Serve
- John, Chapter 17

#### Scripture Passages Related to Jesus and His Disciples

The passages listed in bold are readings the students will reference to complete the puzzle “Jesus and His Disciples,” on page 15 of the *Catholics: New Testament Activity Booklet*.

- Matthew 4:18–22, **Mark 1:14–20**, Luke 5:1–11 (Jesus calls four fishermen.)\*
- Matthew 9:9–13, **Mark 2:13–17**, Luke 5:27–32 (Jesus calls Matthew.)
- Matthew 8:18–22, Luke 9:57–62 (The would-be followers of Jesus)
- **Matthew 10:1–4**, Mark 3:13–19, Luke 6:12–16 (Jesus chooses the twelve Apostles.)\*
- Matthew 10:5–15, Mark 6:7–13, Luke 9:1–6 (Jesus sends out the twelve disciples.)\*
- Luke 8:1–3 (Women who accompanied Jesus)
- Luke 10:1–12 (Jesus sends out the seventy-two.)\*
- Luke 14:25–33, Matthew 10:37,38 (The cost of being a disciple)
- **John 1:35–42** (The first disciples of Jesus)
- **John 1:43–51** (Jesus calls Philip and Nathanael.)
- John 13:1–20 (Jesus washes his disciples’ feet.)\*
- John 17:1–26 (Jesus prays for his disciples.)\*

Asterisk (\*) signifies key passages to cover.



#### Articles from *Breakthrough!* Related to Jesus and His Disciples

- The Twelve (Matthew 10:1–4)
- Called and Sent (Mark 3:13–19)
- Peter the Rock (Matthew 16:13–20)
- What? No Cell Phone? (Mark 6:6–13)
- Jesus: A Friend and Teacher to All (Luke 8:1–3)

- Shame on You! (Luke 9:23–27)
- Two by Two (Luke 10:1–12)
- Mary as the First Disciple (John 2:1–12)

## Jesus, His Disciples, and Young Adolescents Today

- Jesus has twelve special friends, the Apostles. Young adolescents also have special relationships with friends.
- The Apostles are a diverse group of men. Adolescents embrace friends of different cultural, economic, social, and religious backgrounds.
- Jesus is a loyal friend. Young adolescents value loyalty in their friendships.
- Jesus forgives Peter when Peter denies knowing Jesus. Young adolescents have the experience of being forgiven by friends, and by God through the Sacrament of Penance and Reconciliation.
- Jesus shares his intimate thoughts and emotions with the Apostles. Young people share their intimate thoughts and emotions with their best friends.
- Jesus relies on his closest disciples to be with him during difficult times in his life. Young people also rely on friends to help them through difficult times.
- Jesus prays for his disciples. Young adolescents often pray for friends in need or for their families.

## Activities

### Chosen for Service

In this activity, the students will create a plan to attract others to participate in an event for a specific social justice issue or charity.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
1. Before gathering for this activity, have the students choose a particular social justice or charitable organization to research. Have them collect information about it from the Internet, and ask them to note whether the organization has a specific way of fund-raising (a car wash, a walk-a-thon, etc.).

2. Distribute the Bibles, and ask the students to follow along as you read Luke 5:1–11, 27–32 and Luke 6:12–16 aloud. Discuss these readings with the students. Ask them to consider why Jesus chose the twelve men to be trained as Apostles. Explain that Jesus wanted them to carry on his ministry when he would no longer be with them.
3. Suggest the following idea to the class:
  - ▶ Suppose you wanted to actively carry on Jesus' ministry by becoming involved in a social justice effort or charity outreach. How would you go about doing this?
4. Distribute a sheet of paper and a pen or pencil to each student. Ask the students to write a letter to the school at large. (This will be an exercise rather than a real campaign.) Give these instructions:
  - ▶ The letter should describe who you are and why you choose to assist this social justice organization or charity with its unique cause.
  - ▶ In the body of your letter, include comments that will encourage others to join with you in supporting this cause. (Although this letter is simply a tool to explore the Gospel message of discipleship, it will help each student become aware of his or her ability to be part of Jesus' ministry as a disciple.)
5. Conclude the activity by having the students share their letters with fellow classmates. You may want to have the students vote on one social justice organization or charity as an opportunity to do a schoolwide or parishwide fund-raiser. Help the students recognize the parallel between Jesus' way of gathering people to assist him in his ministry and what the students themselves could do with others to better the world.



*Note:* If the students are using the activity booklet, the puzzle “Jesus and His Disciples,” on page 15, is a good way to familiarize them with several of these biblical accounts. See appendix 3 of this guide for the solution to the puzzle.

## To Love and to Serve

In this activity, the students will reflect on Jesus' interactions with the disciples at the Last Supper and then design “acts of service” coupon books for their families.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and sheets of paper, one of each for each student.
- ❑ Gather crayons or markers and several staplers.

1. Distribute the Bibles, and have the students read the account of Jesus' washing his disciples' feet in John 13:1–20. Then read the account out loud slowly, focusing on the contradictions Jesus introduces to the Apostles.
2. Give background information as to what was typically done in Jesus' day when guests entered a house. Stress that foot washing was usually reserved for the lowest slave. Jesus' behavior was shocking to the Apostles!

Have the students share their thoughts in response to these questions:

- ▶ Do you understand why Peter first told Jesus he could not wash his feet?
- ▶ Can you think of a situation today that would be an example of such a switch in power? (*Invite the students to share a similar story. An example might be the governor's cleaning their shoes after they stepped in a dog's mess.*)
- ▶ If we today do not let Jesus serve us as he did the Apostles, are we in danger of no longer being his disciples?
- ▶ Do you understand why Peter wants a more complete bath after learning how key this cleansing is to being Jesus' disciple?
- ▶ What are some adjectives that could describe the love Jesus is showing his disciples?
- ▶ What are the reasons behind Jesus' act of service?

*Note:* The students can answer the last two questions in writing using question 1 on page 16 of the activity booklet.



3. Ask a student to read aloud John 13:12–17. Have another student paraphrase the passage. Then ask all the students to brainstorm ways they could model Jesus' actions in their families. (Examples might be cleaning one's room, walking the dog, washing the dishes, taking out the garbage, etc.) Challenge the students to come up with service ideas that go beyond what is generally expected of them.
4. Tell the students they will now create a coupon book that will entitle their family to five acts of service free of charge. The students can use their creativity in making the coupons, but they could also just use a single 8½-x-11-inch sheet of paper to make several coupons. Distribute the art materials, and explain that the students should make a cover and a back page for their coupon book.
5. Conclude the activity by having the students report back about the success of their coupon books at home.

## John, Chapter 17

In this activity, the students will write their own prayers for loved ones based on Jesus' prayer for his disciples.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- ❑ Make copies of the handout "John, Chapter 17: Praying for Others" (Document #: TX003014), one for each student.

1. Explain to the students that the prayer in John, chapter 17, is one of intercession, talking to God on behalf of others.
2. Allow the students time to read the prayer quietly to themselves. Then offer the following insight about the prayer:
  - ▶ Jesus is concerned with the events the disciples will encounter in the near future. Life will be filled with challenges, so he asks God the Father to protect the disciples from the hostile world. Before Jesus prays for them, he gives glory to God the Father.



3. Allow the students some time to reflect on any current or future concerns they may have about family or friends and to jot those concerns down privately. If the students are using the activity booklet, they may instead write down a few things they would like help with as a response to question 2 on page 16.



4. Distribute the handouts to the young people. Using the model provided on the handout, have the students write their own intercessory prayers.



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# Chapter 4

## Jesus in Prayer

### Preparing to Teach

#### Overview

The majority of young adolescents pray, but they may be only beginning to understand what it means to be a person of prayer like Jesus is. Your young adolescents may or may not have support for spiritual growth at home. A regular pattern of seeking solitude for prayer may seem foreign to some young people who are very interested in communicating with their friends, whether by phone, by text message, or in person. They may need some help understanding the value of solitude, whether in nature, in the school chapel, or in their bedroom.

Jesus learns to pray in a devout family that actively participates in the Jewish spiritual life. At the age of twelve, Jesus experiences an intensification of his spiritual life when he is found in the Temple.

Jesus' prayer springs from this passionate desire to be with God. As much as Jesus is "God with us," he very much lives his life "with God." Throughout his ministry, Jesus has a steady, regular pattern of rising early (or staying up all night) to pray in out-of-the-way places and on hillsides. We see Jesus praying in the midst of ordinary life events as well as during important ones. His relationship with the Father grows through the joys and struggles of life.

Jesus' followers cannot help but notice this important part of his daily life and eventually inquire about learning how to pray like him (see Matthew 6:7–15). Why? They want to grow in their relationship with God as Jesus does. There is something about the praying Jesus that fascinates and draws his followers to learn more.

Young adolescents certainly have ordinary and extraordinary events in their lives and encounter challenges and struggles. Jesus' prayer life may not have made difficulties go away, but the young people should be able to see that Jesus approaches difficulties very differently because of his close relationship with his Father. Learning to pray means patterning our prayer lives after Jesus as well as asking for the grace to share his desire to be with God.

## This Chapter at a Glance

### Activities

- Learning to Pray from the Expert
- “Lord, Teach Us to Pray”

## Scripture Passages Related to Jesus in Prayer

The passages listed in bold are readings the students will reference to complete the puzzle “Jesus in Prayer,” on page 17 of the *New Testament Activity Booklet*.

- **Matthew 6:5–6** (Teaching about prayer)\*
- **Matthew 6:7–15**, Luke 11:1–4 (Our Father)\*
- Matthew 7:7–12, **Luke 11:5–13** (Ask, seek, knock)\*
- **Mark 1:35–39** (Jesus preaches in Galilee.)
- Luke 5:15–16 (Jesus prays in lonely places.)
- **Luke 6:12–16** (Jesus chooses the twelve Apostles.)
- Mark 9:2–9, **Matthew 17:1–13**, Luke 9:28–36 (The Transfiguration)
- **Matthew 11:25–27**, Luke 10:21–23 (Jesus prays in thanks.)
- **Luke 18:1–8** (The Parable of the Widow and the Judge)\*
- **Luke 18:9–13** (The Parable of the Pharisee and the Tax Collector)\*

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Jesus in Prayer

- Shine Bright (Matthew 5:13–16)
- No Show-Offs (Matthew 6:5–7)
- Obstacles to Prayer (Matthew 26:36–46)
- I Messed Up Again, Jesus (Mark 14:32–72)
- Turn Down the Noise (Luke 4:42–43)
- The Our Father: Another Version (Luke 11:1–4)
- Prayers of Petition (Luke 11:9–13)
- Common Cents (Luke 20:19–26)



## Jesus in Prayer and Young Adolescents Today

- Jesus' prayer life is influenced by his family experience of faith. Young adolescents also come from backgrounds that affect the way they think about prayer and their prayer practices. For some, prayer has been nurtured at home; for others, it has been absent or even discouraged.
- Jesus often goes to an outdoor setting to pray. Young people are also drawn to nature for reflection.
- Jesus teaches the Lord's Prayer as a model for prayer. Though the young people probably know how to say the Lord's Prayer, they might need to be encouraged to pray it as a prayer of praise, repentance, and petition.
- For Jesus, prayer is taking time to be with God in a consistent way through easy times and hard times. Young people can be invited to grow in relationship with God so that, like Jesus, they bring all their concerns to God as a regular part of their lives.

## Activities

### Learning to Pray from the Expert

In this activity, the students will become familiar with passages from Sacred Scripture in which Jesus prays and teaches or tells stories about prayer. The young people will also summarize some of the key qualities that Jesus emphasizes.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and pens or pencils, one of each for each student.
- ❑ Make copies of the handout "Jesus, the Expert on Prayer" (Document #: TX003015), one for each student.



1. Distribute the Bibles, pens or pencils, and handouts. Have the students complete the handout either individually or in small groups.
2. Go over the handout with the students, asking for input about the most important aspects of Jesus' teaching in a particular passage. As a whole class, try to find a word that summarizes even further what Jesus is asking from us in each passage from Sacred Scripture. For example, Matthew 6:5–6 could be summarized by saying, "Pray in your room rather than in places that are public," or it might

be captured by the word *humility*. Have the students record these responses on the handout.

Consider using this list that characterizes prayer when you or the young people prepare a type of prayer.

*Note:* If the students are using the activity booklet, you may want to assign question 1 on page 18, and discuss the students' reflections. If you are short on time, have the students work on question 2 on page 18, which summarizes the main points of this activity.

The students will also be well prepared to complete the puzzle "Jesus in Prayer," on page 17 of the activity booklet. The puzzle would be a good review of this material. See appendix 3 of this guide for the solution to the puzzle.



## "Lord, Teach Us to Pray"

In this activity, the students will examine the different parts of the Lord's Prayer and then will write the prayer in their own words.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and pens or pencils, one of each for each student.
  - ❑ Make copies of the handout "Reflecting on the Lord's Prayer" (Document # TX003016), one for each student.
1. Introduce the activity by saying that Jesus describes some of the key attributes of prayer and shows the results of a rich prayerful life.
  2. Distribute the Bibles, and have the students follow along as you read Matthew 6:7–15 aloud. Ask them why this prayer is so important.
  3. Distribute the handouts and pens or pencils to the students. Postpone reading the directions for now. Help the students recognize significant parts of the Lord's Prayer by asking the following questions:
    - ▶ Where do we ask for mercy?
    - ▶ Where do we praise God?
    - ▶ Where do we petition God for things we need?
    - ▶ Should these three elements be part of our regular prayer, whether we are saying the Lord's Prayer or not?
  4. Read the directions on the handout with the students. Provide some quiet time for the students to work on the handout individually.



5. Invite some of the students to share what they wrote down on the handout. Mention that “translating” the Lord’s Prayer can be a type of prayer—one that attempts to understand the words and phrases more deeply. Provide the students with these other ideas about the Lord’s Prayer. Consider using the ideas with the students during your prayer sessions with them.
  - ▶ Say the Lord’s Prayer as slowly as you can. Take a phrase of it, and repeat it to yourself ten times before moving on to the next phrase.
  - ▶ Pray only one section of the Lord’s Prayer per day. Repeat it throughout the day, and consider what it means. The next day, add another section to it. Repeat the process until you have completed the prayer.

## Jesus, the Expert on Prayer

Read the Gospel passages below, and write a summary statement or two about what Jesus tells us about prayer.

Matthew 6:5–6

Matthew 6:7–15

Matthew 11:25–27

Matthew 11:28–30

Mark 1:35–39

Luke 5:15–16

Luke 6:12–16

Luke 11:5–13

Luke 18:1–8

Luke 18:9–14



## Reflecting on the Lord's Prayer

Next to each phrase from the Lord's Prayer, write another version of the phrase, using more current language or simply putting the words in a different way.

Our Father,

who art in heaven,

hallowed be thy name;

thy kingdom come;

thy will be done

on earth as it is in heaven.

Give us this day

our daily bread;

and forgive us our trespasses

as we forgive those who trespass against us;

and lead us not into temptation,

but deliver us from evil.

Amen.



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# Chapter 5

## Gospel Images of Jesus

### Preparing to Teach

#### Overview

Young adolescents are preoccupied with personal revelation. “Should I tell her what I really feel?” “What will people think of me if I post these poems and pictures of myself online?” “What do my clothes say about me?” “Did I make a fool of myself at that assembly?” In the Gospels Jesus teaches us who he is through word and action. Jesus not only lovingly reveals who he is but also models what it means to share oneself with others.

The Gospel writers provide us with different portrayals of Jesus. John begins his Gospel with a description of Christ, the Eternal Word of God. This chapter focuses on images of Jesus in the Gospel of John. God intensely desires to communicate with us. As we read further in John’s Gospel, we learn that the Word becomes flesh in Jesus. It is through this incarnation that we come to know God intimately, because to know Jesus is to know God. The person and teachings of Jesus allow us to experience God more fully. We experience a God who is actively involved with every aspect of our human lives.

Jesus uses many beautiful images in John’s Gospel, mainly to let his followers know who he is. If we reflect on the biblical relationship between the shepherd and the sheep, we come to understand the level of care and concern Jesus is expressing. One of the most startling truths of faith Jesus gives us is that of resurrection. Jesus states to Martha in John 11:25: “I am the resurrection and the life. Those who believe in me will live, even though they die.” In John, chapter 15, Jesus gives his disciples the encouragement they need to face the difficult task of carrying on his work. Through the images of the grapevine and the branches, he promises that God nurtures and supports anyone who stays close to Jesus.

When Jesus reveals himself, he brings love, hope, and the knowledge of God that leads to faith. When we share something about ourselves, do we always do so in love? Do our actions sustain other people’s faith in God? When we ask others to tell us about themselves, do we do this in a sense of hope? Using Jesus’ self-revelation is a good guide for young adolescents as they decide what is appropriate to share in their relationships with others.

## This Chapter at a Glance

### Activities

- Jesus the Resurrection and the Life
- Jesus the Good Shepherd
- Jesus the Real Vine

## Chapter 5

### Scripture Passages Related to Gospel Images of Jesus

The following passages listed in bold are readings the students will study to complete the puzzle “Gospel Images of Jesus,” on page 19 of the *New Testament Activity Booklet*.

- **John 1:1–18** (The Word of life)\*
- **John 3:1–21** (Jesus and Nicodemus)\*
- John 4:1–42 (Jesus and the Samaritan woman)
- John 5:19–29 (The authority of the Son)
- John 5:30–47 (Witnesses to Jesus)
- **John 6:25–59** (Jesus the bread of life)\*
- John 7:37–39 (Streams of life-giving water)\*
- **John 8:12–20** (Jesus the light of the world)\*
- **John 10:1–21** (Jesus the Good Shepherd)\*
- **John 11:17–27** (Jesus the Resurrection and the life)\*
- John 14:1–14 (Jesus the Way to the Father)\*
- **John 15:1–17** (Jesus the real vine)\*

Asterisk (\*) signifies key passages to cover.



### Articles from *Breakthrough!* Related to Gospel Images of Jesus

- John 3:16 (John 3:16)
- Filling Up (John 7:37–39)
- The “I Am” Sayings (John 8:12)
- Jesus the Firefighter? (John 10:7–21)

## Gospel Images of Jesus and Young Adolescents Today

- Jesus is the Word incarnate. Young adolescents can identify with the human nature of Jesus.
- Jesus is the living water who will quench all who thirst. Young adolescents have emotional, physical, and spiritual thirsts.
- Jesus is the Good Shepherd. A shepherd takes care of his sheep. Many young people have either experienced human models of Jesus' shepherding or yearn for it. Many young adolescents are good at shepherding younger children.
- Jesus teaches that he is the Resurrection and the life. When facing end-of-life issues concerning family and friends, young people can find hope in the Christian teaching about death and resurrection.

## Activities

### Jesus the Resurrection and the Life

In this activity, the students will explore images of Jesus and will use these references to create sympathy cards.

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, pens or pencils, and sheets of paper, one of each for each student, as well as a supply of crayons or markers.
1. Introduce this activity by talking about the experience of death in a family. Have the students suggest the types of things families do to cope with grief or to honor a loved one who has died. Then ask them to talk about things friends do to support one another during grief. (If any young person would like to share something from his or her personal experience of a death, allow him or her to do so.)
  2. Distribute the Bibles. Write the following Scripture citations on the board, and ask the students to take turns reading the passages aloud to the class. Note that these are readings that could be consoling to people when they have lost a loved one.
    - John 1:1–18 (The Word of life)
    - John 6:25–59 (Jesus the bread of life)
    - John 7:37–39 (Streams of life-giving water)
    - John 8:12–20 (Jesus the light of the world)

- John 11:17–27 (Jesus the Resurrection and the life)
  - John 14:1–14 (Jesus the way to the Father)
3. Distribute the sheets of paper, pens or pencils, and crayons or markers to the students. Ask each of them to create a sympathy card using words from the passages they just read. (Explain that the cards will not be sent.) Suggest that the students can remind a person that their loved one is with Jesus or help that person cope with the loss itself. On the back of their cards, the students are to write a paragraph that explains why they chose the particular passage over the others. Discuss their choices and why certain passages communicate hope.
- If you do not have time to complete the artwork, consider having the students choose passages they would find helpful at a difficult time for them.



*Note:* If the students are using the activity booklet, they can do this by answering question 2 on page 20. After completing this activity, the students will be well prepared to complete the puzzle “Gospel Images of Jesus,” on page 19 of the activity booklet. See appendix 3 of this guide for the solution to the puzzle.

## Jesus the Good Shepherd

In this activity, the students will identify Jesus as the Good Shepherd who cares for his flock.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and pens or pencils, one of each for each student.
  - ❑ Make copies of the handout “Jesus the Good Shepherd” (Document #: TX003017), one for each student.
1. Distribute the Bibles, and then begin the activity by inviting the students to read John 10:7–21, Jesus as the Good Shepherd.
  2. Provide the students with the following background information about shepherds and their sheep in biblical times:
    - ▶ In Israel most sheep were used for their wool and therefore were not slaughtered. The shepherd had a close relationship with his sheep. They responded to his distinct voice and would follow when called. Between the sheep and the shepherd, there existed a relationship based on trust and a sense of security.

Throughout the Bible there are references to Jesus as shepherd and his people as his flock.

3. Distribute the handouts and pens or pencils to the students, and allow time for them to complete the handout.
4. Conclude the activity by having the students share their findings with the class. Discuss whether the students were surprised at how often the analogy of Jesus as shepherd and the people as his flock is used in Sacred Scripture to describe the relationship of God with his people. Ask a student to read “Jesus the Firefighter?” (John 10:7–21) from *Breakthrough! The Bible for Young Catholics*. What other analogies might we use today to describe this shepherd–sheep relationship?



*Note:* If the students are using the activity booklet, have them complete question 1 on page 20 in writing prior to discussing it as a class.



## Jesus the Real Vine

In this activity, the students will take the message about Jesus in the Book of John as the real vine and make it personal and relevant to their own lives.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
1. Distribute the Bibles, sheets of paper, and pens or pencils. Read John 15:1–17 aloud, asking the students to follow along in their Bibles. Discuss with the students the relationship Jesus is presenting in this passage. Also talk about the principle behind pruning a plant to help increase its yield.
  2. Have the students divide their sheets of paper into three columns. Give them these instructions:
    - ▶ In the first column, list personality traits that make it hard to grow both spiritually and as a human person. These are traits that need pruning, such as a tendency to cheat, lie, or be lazy.
    - ▶ In the second column, list ways you can avoid these traits. An example might be studying for exams to avoid the temptation to cheat.
    - ▶ In the third column, list the “fruits,” or ways you can use your gifts to serve God.

Conclude this activity by reminding the students that Jesus gives us simple advice about transforming our shortcomings from the first column into the fruits of the third: “A branch cannot bear fruit by itself; it can do so only if it remains in the vine. In the same way you cannot bear fruit unless you remain in me” (John 15:4).

# Jesus the Good Shepherd

Locate the following passages in the Bible. Write each verse on the lines provided.

Psalm 23:1 \_\_\_\_\_  
\_\_\_\_\_

Psalm 80:1 \_\_\_\_\_  
\_\_\_\_\_

Isaiah 40:11 \_\_\_\_\_  
\_\_\_\_\_

Ezekiel 34:1 \_\_\_\_\_  
\_\_\_\_\_

Psalm 77:20 \_\_\_\_\_  
\_\_\_\_\_

Psalm 95:7 \_\_\_\_\_  
\_\_\_\_\_

Mark 14:27 \_\_\_\_\_  
\_\_\_\_\_

1 Peter 2:25 \_\_\_\_\_  
\_\_\_\_\_

Psalm 79:13 \_\_\_\_\_  
\_\_\_\_\_



Psalm 100:3 \_\_\_\_\_

\_\_\_\_\_

Matthew 18:12 \_\_\_\_\_

\_\_\_\_\_

Luke 12:32 \_\_\_\_\_

\_\_\_\_\_

Hebrews 13:20 \_\_\_\_\_

\_\_\_\_\_

(This list is adapted from the God's Word for the Biblically Inept series, *Life of Christ*, volume 2, by Robert C. Girard and Larry Richards [Lancaster, PA: Starburst Publications, 2000], page 79. Copyright © 2000 by Starburst Publications.)

What are five adjectives that describe the relationship between God and his people?



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# Chapter 6

## Jesus the Teacher

### Preparing to Teach

#### Overview

Jesus is a model teacher for all of us. Jesus' teachings all pertained to the Kingdom of God, so that by learning about Jesus the teacher, we learn more about the Reign of heaven he shows us.

A difficulty in discussing Jesus' teachings about the Kingdom of God is the image of medieval castles and royalty that the word *kingdom* tends to evoke in people's minds. Even the alternate term *Reign of God* elicits images of grand patrons governing a territory with benign intent yet far removed from the life of the inhabitants. Nothing could be further from the truth of the Kingdom of God.

For Jesus the Kingdom of God occurs when people live in peace, righteousness, and joy in the Holy Spirit. The Reign of God is mysteriously present already, but ultimately it transforms all things to God's purpose. This inherent tension between the Reign of God being both *present* and *still to come* is difficult to explain.

Because of Jesus' Passion, death, and Resurrection, we know that God acts in the world and brings God's will about through the lives of believers everywhere, despite the presence of suffering and sin. The Kingdom of God seems invisible in the worldly sense, but God is faithful; with the gift of faith, we, as Kingdom of God disciples, can see people living the values of Jesus today and can confidently pray, "Your kingdom come, your will be done, on earth as it is heaven."

#### This Chapter at a Glance

##### Activities

- Kingdom of God Bingo
  - "Your Kingdom Come"
- 
-

## Scripture Passages Related to Jesus the Teacher

The passages listed in bold are readings the students will reference to complete the puzzle “Jesus the Teacher,” on page 21 of the *New Testament Activity Booklet*.

- **Matthew 5:3–12**, Luke 6:20–23 (True happiness)
- **Matthew 6:25–33**; Luke 12:22–31, 16:13 (God and possessions)\*
- **Matthew 13:44–46** (The Parable of the Hidden Treasure, the Parable of the Pearl)\*
- Matthew 20:1–16 (The workers in the vineyard)
- Matthew 25:14–30, **Luke 19:11–27** (The Parable of the Gold Coins)\*
- Matthew 25:31–46 (The Final Judgment)\*
- Matthew 19:22–26, **Mark 10:23–27**, Luke 18:24–27 (Riches and the Kingdom)
- Matthew 22:34–40, Mark 12:28–34, Luke 10:25–28 (The Great Commandment)\*
- **Luke 17:20–21** (“The Kingdom of God is within you.”)
- **John 3:5–7** (Being born of the Spirit)
- John 14:1–14 (Jesus the Way to the Father)
- Matthew 27:1,2,11–14; Mark 15:1–15; Luke 23:1–5; **John 18:28–38** (The Kingdom is not of this world.)

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Jesus the Teacher



- Jesus’ Most Famous Sermon (Matthew, chapters 5–7)
- The God Box (Matthew, chapter 13)
- Truly Free (Matthew, chapter 19)
- Defending Poor People (Matthew 21:1–17)
- Seeing Christ, Being Christ (Matthew 25:31–46)
- Story Time! (Mark, chapter 4)
- The Challenge (Mark 10:17–31)
- Laws of Love (Mark 12:28–34)
- Old and New (Luke 5:36–39)
- Jesus: A Friend and Teacher to All (Luke 8:1–3)
- You Better Watch Out (Luke 21:7–19)
- Being Good Seeds (John 12:22–26)

## Jesus the Teacher and Young Adolescents Today

- Jesus' teachings about the Kingdom of God are challenging but also attractive to young people.
- Jesus shares parables about the Kingdom of God that may appear simple but are also complex. The parables, though apparently easy to decode, often present some unexpected ideas that need to be explained to young adolescents.
- Just as Jesus experienced the presence of both God and sin in the world, young people notice the tension between the fullness of the Kingdom of God in Jesus and its incompleteness in our world. Just as Jesus lived in this tension with hope, young people can believe that despite the sometimes hidden nature of the Kingdom of God, it is nonetheless undeniably real and ultimately more enduring than this world.
- Jesus is the model for teachers. Though young people should be encouraged to see good teachers in their midst, they should also remember that they themselves are teachers of the Good News through their words and actions, especially in relation to younger children.

### Chapter 6

## Activities

### Kingdom of God Bingo

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
  - ❑ Make enough copies of the handout “Kingdom of God Bingo Cards” (Document #: TX003018) for each group of four to have four different cards when the handouts are cut apart along the dotted lines. Cut the handouts apart before class begins.
  - ❑ Make copies of the handout “Kingdom of God Readings” (Document #: TX003019), one for each group of four.
  - ❑ Gather scissors for the students to cut up the reading sections and enough markers or pennies for all the bingo cards being used in the session.
1. Introduce the activity with thoughts along these lines:
    - ▶ Jesus is the role model for every teacher. He not only taught lovingly but also imparted a message necessary for the salvation

of all those who heard him. He “walked his talk,” meaning he actually lived the content of his message. Much of Jesus’ teaching focused on the Kingdom of God that occurs when people live in peace, righteousness, and joy in the Holy Spirit.

We will be reviewing some of Jesus’ important teachings about the Kingdom of God through a bingo game.

2. Divide the class into groups of four, and distribute a set of four different Kingdom of God Bingo cards to each group. Give each group a scissors and a copy of the teacher resource “Kingdom of God Readings” to cut up for their game, as well as a sufficient number of markers or coins for their playing cards. Distribute a Bible to each student. (Note that if a translation other than the *Good News Translation*, Today’s English Version is used, wording between the biblical text and the text on the bingo cards may differ.)



3. Give these instructions to the groups:

- ▶ Assign one student in your group to randomly select a reading slip and read the Scripture passage cited there.
- ▶ Each one of you should look up the citation. As you begin to read the Scripture passage, compare it with the excerpt on your bingo card. Some of your cards will have part of this Scripture passage in one of the squares. If your card has part of this reading, put a marker on that square.
- ▶ Continue playing in this way. When you have three matched Scripture quotes in a row on your card, shout “Kingdom of God!”
- ▶ Do not stop playing when you have a row. The real “winner” is the group that reads all the Scripture quote well and finishes first.

*Note:* If the students are using the activity booklet, they can first answer in writing question 1 on page 22. The second reflection question on that page invites them to apply advertising techniques to messages about the Kingdom of God. They may also work on the puzzle “Jesus the Teacher,” on page 21. This puzzle reviews Jesus’ teachings on the Kingdom of God. See appendix 3 of this guide for the solution to the puzzle.



## “Your Kingdom Come”

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and pens or pencils, one of each for each student.
- ❑ Make copies of the handout “‘It’s All about God’ Versus ‘It’s All about Me’” (Document #: TX003020), one for each young person.

1. Introduce this activity by sharing the following thoughts in your own words:
  - ▶ You have likely seen the shirts and other items that say, “It’s all about me!” Though these shirts are made for fun, they do have a message that is lived out by people in our culture and perhaps by every person at some time in their lives.
  - ▶ Jesus taught about the Kingdom of God. For Jesus the Kingdom of God occurs when people live in peace, righteousness, and joy in the Holy Spirit. Then God’s Spirit reigns over people’s hearts, minds, and actions. When the Kingdom of God reigns, it is “all about God.”
  - ▶ When it is “all about God,” it does not mean the individual person disappears or is not important; it means that people regularly discern what God wants them to do, and then they do it. The Kingdom of God says that if you do what God wants, you will be deeply happy. But, unfortunately, we receive many messages from society around us that contradict this message from God, saying that if you always do what *you* want, you will be deeply happy.
2. Ask the students to discuss these questions in pairs or groups of three. Then discuss the questions as a class to try to assign some characteristics to each way of life.
  - ▶ These messages conflict. Can you think of any characters on TV, sports figures, or other famous people who are living out “It’s all about God” the best they can? Can you think of people who live out “It’s all about me”? What are the characteristics of each group?
3. Share the following thoughts with the students:
  - ▶ If we want to know what it means to perfectly live out “It’s all about God,” we can look to Jesus. Notice that for him being “all about God” did not mean that he never thought of himself or never took care of himself; he spent time with his friends, he took time to pray alone, and so on.
  - ▶ The trouble lies in the “all” of each phrase. If anyone is ever “all” about himself or herself, then that person is living contrary to the Gospel and Jesus’ message of the Kingdom of God. Following Jesus’ teachings about the Kingdom of God enables us to live in harmony and to love one another like God wants us to. Though we can never do this perfectly, we need to choose daily to “be about God” or to “be about ourselves.”
4.  Distribute the Bibles, the handouts, and the pens or pencils. Read the handout directions with the students, and provide quiet time for them to complete the activity.

5. Invite the students to share what they have written as well as any observations they made while completing the handout. Ask:
  - ▶ Do you hear messages from either the “It’s All about God” or the “It’s All about Me” columns in the culture around you?

# Kingdom of God Bingo

Kingdom of God Bingo: Card A	
"Happy are those who know they are spiritually poor. . . ."	" . . . the Kingdom of heaven belongs to them!"
" . . . only those who do what my Father in heaven wants them to do."	" . . . turn away from your sins and believe the Good News!"
"You are not far from the Kingdom of God."	"When the grain is ripe, the man starts cutting it with his sickle. . . ."
" . . . be concerned about everything else with the Kingdom of God and with what he requires of you, and he will provide."	" . . . to enter the Kingdom of God."
	"A man takes a mustard seed, the smallest seed in the world, and plants it. . . ."

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Kingdom of God Bingo: Card B	
" . . . and then to gather in the wheat and put it into my barn."	" . . . he goes and sells everything he has, and buys that pearl."
"For to every person who has something, even more will be given. . . ."	"Whenever you did this for one of the least important of these followers of mine, you did it for me!"
"Go out to the country roads and lanes and make people come in. . . ."	"Happy are those who know they are spiritually poor. . . ."
	" . . . the Kingdom of God is within you."
	" . . . the Kingdom of heaven belongs to them."

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Kingdom of God Bingo: Card C		
" . . . be concerned about everything else with the Kingdom of God and with what he requires of you, and he will provide."	" . . . only those who do what my Father in heaven wants them to do."	"Turn away from your sins and believe the Good News!"
"You are not far from the Kingdom of God."	" . . . to enter the Kingdom of God."	"When the grain is ripe, the man starts cutting it with his sickle. . . ."
"A man takes a mustard seed, the smallest seed in the world, and plants it. . . ."	" . . . and then to gather in the wheat and put it into my barn."	" . . . he goes and sells everything he has and buys that pearl."

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Kingdom of God Bingo: Card D		
"So those who are last will be first, and those who are first will be last."	"For to every person who has something, even more will be given. . . ."	"Whenever you did this for one of the least important of these followers of mine, you did it for me!"
"Go out to the country roads and lanes and make people come in. . . ."	" . . . the Kingdom of God is within you."	"Happy are those who know they are spiritually poor. . . ."
" . . . the Kingdom of heaven belongs to them."	" . . . be concerned about everything else with the Kingdom of God and with what he requires of you, and he will provide."	" . . . only those who do what my Father in heaven wants them to do."

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# Kingdom of God Readings

*(Teacher Resource)*

Matthew 5:3	Matthew 25:31–46
Matthew 5:10	Matthew 1:14–15
Matthew 6:31–33	Matthew 4:26–29
Matthew 7:21	Matthew 4:30–32
Matthew 13:24–30	Matthew 10:23–27
Matthew 13:44–46	Matthew 12:28–34
Matthew 20:1–16	Matthew 14:15–23
Matthew 25:14–30	Matthew 17:20–21



## “It’s All about God” Versus “It’s All about Me”

Look up the Kingdom of God Scripture passage(s), and summarize the main idea in the story or saying in the “It’s All about God” column. Under the other column for that same passage, write how someone writing from an “It’s All about Me” point of view would state the main point. See the first example.

Scripture Passage	It’s All about God	It’s All about Me
<b>Matthew 5:3</b> “Happy are those who know they are spiritually poor; / the Kingdom of heaven belongs to them!”		Happy are those who are materially rich, for everything they want belongs to them.
<b>Matthew 5:10</b> “Happy are those who are persecuted / because they do what God requires; / the Kingdom of heaven belongs to them!”		
<b>Matthew 6:34</b> “Do not worry about tomorrow. . . .”		
<b>Matthew 7:21</b> “Not everyone who calls me ‘Lord, Lord’ will enter the Kingdom of heaven. . . .”		
<b>Matthew 13:24–30</b> The Parable of the Weeds		
<b>Matthew 13:44–46</b> The Parable of the Hidden Treasure, The Parable of the Pearl		
<b>Matthew 20:1–16</b> The Workers in the Vineyard		
<b>Matthew 25:14–30</b> The Parable of the Three Servants		
<b>Matthew 25:31–46</b> The Final Judgment		
<b>Mark 1:15</b> “Turn away from your sins and believe the Good News.”		



<b>Mark 4:26–29</b> The Parable of the Growing Seed		
<b>Mark 4:30–32</b> The Parable of the Mustard Seed		
<b>Mark 10:23</b> "How hard it will be for rich people to enter the Kingdom of God!"		
<b>Mark 12:28–34</b> The Great Commandment		
<b>Luke 14:15–23</b> The Parable of the Great Feast		
<b>Luke 17:20–21</b> "The Kingdom of God is within you."		



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# Chapter 7

## Jesus the Healer

### Preparing to Teach

#### Overview

Whether or not they give their longing this name, young adolescents long for healing in their lives. Unfortunately, they do not always think or know to go to Jesus for this healing. They may or may not need additional professional attention for this healing, but they need to remember that Jesus walks with everyone who is suffering and is a healing presence in ways they cannot imagine.

During the course of his ministry, Jesus performs many miracles. When we take a closer look at some of the physical healings he performs, we are able to see beyond the obvious details in the accounts. In the account of Jesus' healing a paralytic, for example, several men carry their paralyzed friend to Jesus to be healed. Jesus sees their faith and responds to the paralyzed man by saying, "My son, your sins are forgiven" (Mark 2:5). Though the physical cure is amazing, it is this spiritual response that affirms that Jesus is God, for only God has the power to forgive sins.

In the Gospels, Jesus heals several blind men. One of these healings has particular significance because it includes a confrontation with the religious leaders. They question whether the man's blindness is the result of his sins or the sins of his parents. Continually finding fault in Jesus, these religious leaders assume that anyone who heals on the Sabbath (which is when the healing takes place) cannot be of God. This account of healing allows us to see beyond the obvious to the core of Jesus' teachings. Jesus acts out of a spirit of love and compassion rather than religious laws and regulations.

Our God is a God of healing, which we see clearly in the ministry of Jesus. Not only does Jesus heal people with physical or emotional injuries, but he also transforms people who witness his miracles.

### This Chapter at a Glance

#### Activities

- The Healing Miracles of Jesus
- It's a Matter of Faith

## Scripture Passages Related to Jesus the Healer

The passages listed in bold are readings the students will reference to complete the puzzle “Jesus the Healer,” on page 23 of the *New Testament Activity Booklet*.

- Matthew 8:1–4, **Mark 1:40–45**, Luke 5:12–16 (Jesus heals a man.)
- **Matthew 8:5–13**, Luke 7:1–10 (Jesus heals a Roman officer’s servant.)\*
- Matthew 8:14–17, **Mark 1:29–34**, Luke 4:38–41 (Jesus heals many people at Peter’s house.)
- Matthew 8:28–34, Mark 5:1–20, Luke 8:26–39 (Jesus heals a man with demons.)
- Matthew 9:1–8, **Mark 2:1–12**, Luke 5:17–26 (Jesus heals a paralytic.)\*
- Matthew 9:20–22, **Mark 5:21–43**, Luke 8:43–48 (Jesus heals a woman with bleeding and a girl.)
- **Matthew 12:9–13**, Mark 3:1–5, Luke 6:6–11 (Jesus heals a paralyzed man.)
- Matthew 17:14–21, **Mark 9:14–29**, Luke 9:37–43 (Jesus heals a boy with an evil spirit.)
- Matthew 20:29–34, Mark 10:46–52, **Luke 18:35–43** (Jesus heals a blind beggar.)
- Mark 1:21–28, **Luke 4:31–37** (A man with an evil spirit)
- John 4:46–54 (Jesus heals an official’s son.)
- **John 5:1–18** (The healing at the pool)\*

Asterisk (\*) signifies key passages to cover.



## Articles from *Breakthrough!* Related to Jesus the Healer

- Miracles (Matthew, chapter 8)
- Friends to the Rescue (Matthew 9:1–8)
- The Blind Can See (Matthew 11:1–6)
- Thanks a Lot (Luke 17:11–19)
- Help Me Believe (John 4:46–54)
- Working Together (John 5:1–18)

## Jesus the Healer and Young Adolescents Today

- Jesus heals young people, such as the daughter of Jairus and the boy with epilepsy, the official’s son at Capernaum. These accounts can

remind young people that Jesus has great love and concern for people their age.

- Jesus heals people experiencing emotional illness. Young adolescents are in a physical period in their lives when hormones are raging and emotional ups and downs can cause them much concern. These accounts of healing can offer them strength and comfort.
- Jesus' concern for ill people can bring comfort to young people who may be concerned about sick family members or friends.
- The Pharisees try to condemn Jesus for breaking the religious laws of the day when he heals on the Sabbath. Young people often question different laws, secular and religious.
- Jesus heals many sick people because of their faith. Young people can see that faith is an essential ingredient to prayers of petition.

## Activities

### The Healing Miracles of Jesus

In this activity, the students will explore the healing miracles of Jesus and will report their findings to the class.

#### Preparation

- ❑ Make copies of the handout “Exploring the Healing Miracles” (Document #: TX003021), one for each student.
  - ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and pens or pencils, one of each for each student.
1. Distribute the handouts, the Bibles, and the pens or pencils. Assign a healing miracle from the handout to each young person to explore. Review the handout questions, and then ask each student to answer them in light of the account she or he was assigned.
  2. When the students have finished researching, have them share their findings with the class.
  3. Then have the students reflect on what they have heard about Jesus' miracles by discussing these questions:
    - ▶ What types of people did Jesus heal?
    - ▶ What did Jesus mention frequently as an essential ingredient to his intervention? (*faith*)
    - ▶ What was a common reaction from the crowd? (*amazement*)



- ▶ How can we apply to our present lives the knowledge we've gained by doing this assignment? (*Stress that we must try to pray with the kind of faith held by the sick people whom Jesus healed.*)



*Note:* If the students are using the activity booklet, they will be well prepared to complete the puzzle “Jesus the Healer,” on page 23, after completing this activity. See appendix 3 of this guide for the solution to the puzzle.

## It's a Matter of Faith

In this activity, the students will reflect on their own faith at this time in their lives.

### Chapter 7

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
1. Distribute the Bibles, sheets of paper, and pens or pencils. Have the students read the following healing accounts quietly to themselves: Matthew 20:29–34, Luke 7:1–10, Mark 5:25–34, and John 4:43–54.
  2. After the students have had sufficient time to read the Scripture passages, discuss the essential characteristic that each person displays and that impressed Jesus enough to allow for healing to take place. (*faith*)
  3. Next have the students review each Scripture passage and list reasons as to why they believe each person seeking healing exhibited great faith.
  4. Invite the students to quietly think about their own faith life and its ups and downs. Do certain activities or people help reinforce their faith? Do they have questions they would like to discuss that might move them forward in their spiritual life? Emphasize that faith is a gift and that any person who would like to grow in faith need only ask God for help.



*Note:* If the students are using the activity booklet, question 1 on page 24 nicely complements this last step. You may want to have the students answer the question in writing and then hold a discussion around the questions in step 4.

## Exploring the Healing Miracles

Read one of the following accounts of healing, and then answer the questions below:

<b>Mark 1:40–45</b> (Jesus Heals a Man)	<b>Matthew 12:9–13</b> (Jesus Heals a Paralyzed Man)
<b>Matthew 8:5–13</b> (Jesus Heals a Roman Officer's Servant)	<b>Mark 9:14–29</b> (Jesus Heals a Boy with an Evil Spirit)
<b>Mark 1:29–34</b> (Jesus Heals Many People)	<b>Luke 18:35–43</b> (Jesus Heals a Blind Beggar)
<b>Luke 8:26–39</b> (Jesus Heals a Man with Demons)	<b>John 4:46–54</b> (A Man with an Evil Spirit)
<b>Mark 2:1–12</b> (Jesus Heals a Paralyzed Man)	<b>John 4:46–54</b> (Jesus Heals an Official's Son)
<b>Mark 5:21–43</b> (Jairus's Daughter and the Woman Who Touched Jesus' Cloak)	<b>John 5:1–18</b> (Jesus Heals the Man at the Pool)

1. Where does the miracle take place?
2. Who is involved?
3. What is requested of Jesus?
4. What is Jesus' spoken response?
5. What intervention takes place?
6. What is the reaction (if any) of the crowd that is present?
7. What is your reaction to the miracle?



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# Chapter 8

## Jesus the Bread of Life

### Preparing to Teach

#### Overview

Young adolescents appear to be hungry all the time. It is no wonder, as they are growing so much, and their bodies are changing rapidly! More than anything else, people need water and food to survive, because these things create and sustain the very cells in our bodies and make every process work. It may not be as obvious to young people that our spirits need just as much nourishment and attention as our bodies or they will waste away in a way that parallels physical starvation.

This chapter explores the ways Jesus feeds people, both physically and spiritually. The accounts of the multiplication of bread and fish show Jesus to be a deeply compassionate teacher who always thanks his Father before giving to people. This gratitude is a sign of his fidelity to God the Father. This fidelity is also visible when we see Jesus feed the spiritual needs of others, such as when he attends to the prostitute who interrupts Simon the Pharisee's dinner party or when he spends time with Martha's sister, Mary, who sits with him before preparing the family supper.

Jesus is the Bread of Life. A relationship with Jesus nourishes us and sustains us not just temporarily, but in an ongoing, committed way. The most intimate way Jesus nourishes us is in the Eucharist, but he also does so when we read Sacred Scripture and pray privately and communally.

In order to follow Jesus, we must feed one another, both physically and spiritually. When we meet the needs of others rather than thinking of ourselves, we are somehow more ourselves even though we are giving something away.

### This Chapter at a Glance

#### Activities

- Loaves and Fishes
  - The Feeding of the Five Thousand, Then and Now
- 
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## Scripture Passages Related to Jesus the Bread of Life

The passages listed in bold are readings the students will reference to complete the puzzle “Jesus the Bread of Life,” on page 25 of the *New Testament Activity Booklet*.

- Matthew 19:13–15 (Jesus blesses children.)
- Matthew 14:13–21, **Mark 6:30–44**, Luke 9:10–17 (Jesus feeds five thousand.)\*
- Matthew 15:32–39, Mark 8:1–10 (Jesus feeds four thousand.)
- Matthew 26:17–30, **Mark 14:12–26**, Luke 22:7–23 (The Lord’s Supper)\*
- Luke 7:36–50 (Jesus at the home of Simon)
- Luke 10:38–42 (Martha and Mary)\*
- John 6:25–59 (Jesus the Bread of Life)\*

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Jesus the Bread of Life



- Feeding the Crowds (Matthew 15:32–39)
- Feeding the Hungry (Mark 6:30–44)
- The Real Deal (Mark 14:22–25)
- Walking with Jesus (Luke 24:13–35)
- The Eucharist Is Central! (John, chapter 6)
- You Snooze, You Lose (Acts 20:7–12)
- The Eucharistic Meal (1 Corinthians 11:23–33)

## Jesus the Bread of Life and Young Adolescents Today

- Young adolescents long for real life. Jesus offers them this life in the Eucharist and through a relationship with him based on prayer and reading Sacred Scripture.
- Young adolescents need to have their spirits nurtured just as they need to have their bodies fed. Jesus offers them this spiritual food.
- Jesus desires to meet young people in the Eucharist. Young people want to be known and loved and can find these needs met through the Eucharist.
- Jesus wants people to join him in feeding others physically and spiritually. Young adolescents can be very generous toward people in need, just as Jesus was to the people who were hungry.

## Activities

### Loaves and Fishes

In this activity, the students will play a game that familiarizes them with the account of Jesus the Bread of Life.

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- ❑ For each group of four, assemble the following items:
  - a copy of the game board from the teacher resource “Loaves and Fishes: A Game of Feeding Others” (Document #: TX003022)
  - enough copies of the loaves and fishes cards from the teacher resource “Card Template for Loaves and Fishes: A Game of Feeding Others” (Document #: TX003023) so that each group has forty cards to start. (You may want to make the copies on card stock if you want to use the games more than once.)
  - game markers, a coin, and some snacks for the winning player (perhaps Goldfish crackers or gummy fish)

## Chapter 8



1. Divide the class into groups of four, and give each group a Bible, a game board, a set of seven loaves and fishes cards, game markers, and a coin. Put the extra loaves and fishes cards next to the board. (This will also be the discard area.)
2. Read Mark 6:30–44 aloud to the students. Introduce the game with these thoughts:
  - ▶ In the miracle of the feeding of the five thousand people, someone comes forward to offer a few loaves and fishes to Jesus so Jesus can reveal himself as the true Bread of Life. The object of this game is to give away all your loaves and fishes so you too can receive the “prize”—Jesus the Bread of Life. The game board is shaped like the round nutrition plate promoted by the United States Department of Agriculture (see [www.choosemyplate.gov](http://www.choosemyplate.gov)) to remind us that good spiritual nutrition is based on Jesus the Living Bread.



*Note:* If the students are using the activity booklet, you may want to stop here and have them answer question 1 on page 26, which takes the spiritual nutrition “plate” another step by asking the students to come up with a weekly spiritual menu.

3. Give these instructions to the students:
  - ▶ Flip the coin to begin the game. A player who gets heads moves one space. A player who gets tails moves two spaces.
  - ▶ Follow the instructions on each space. Read the Scripture passage together, and either pick up or give away a loaves and fishes card.
  - ▶ Continue this way until the first player reaches the Bread of Life space at the Finish arrow of the plate without any loaves or fishes cards. This person is the winner. Players who reach the end point but still have cards should continue to participate in the flow of the game, and at their turn flip the coin to see if they can give away any loaves or fishes cards or if they must keep them. At this point “heads” means they can give away a loaves and fishes card, and “tails” means they should keep all their loaves and fishes cards until their next turn.
  - ▶ All players must lose their loaves and fishes cards before the game is over.
  
4. Discuss the Scripture passages that the students read for the game. Ask how it is that to be the winner, a person has to be in the final space and have no cards left. What does this Christian paradox look like in everyday life?

*Note:* If the students are using the activity booklet, you may want to assign the puzzle “Jesus the Bread of Life,” on page 25, which asks them to reread two important passages—Mark 6:33–44 and Mark 14:22–26. See appendix 3 of this guide for the solution to the puzzle.



## The Feeding of the Five Thousand, Then and Now

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
- ❑ Ideally, invite a speaker from a local food bank or soup kitchen.

1. Introduce the activity with these thoughts:
  - ▶ The miracle of the feeding of the five thousand continues to happen today in all kinds of ways. The miracle depends on people of faith offering what they have to God and then taking the responsibility of offering these gifts to the poor. Then the miracle truly occurs.

2. Distribute the Bibles, and ask one student to read Mark 6:30–44 aloud to the group. Ask the students these questions:

- ▶ What is the meaning of this event for followers of Jesus?
- ▶ How is this similar to the Last Supper?
- ▶ Have you witnessed this type of miracle today?
- ▶ What is the moral of the accounts of these apparently miraculous events? (*When we offer our little gifts to God in faith for others, miraculous things can happen.*)

3. Have the students privately reflect on any events in their lives that they consider miracles. Ask these questions:

- ▶ Did you pray in that time?
- ▶ How did your faith grow?
- ▶ How was God close to you even in your weakness and struggle?

Invite the students to share their reflections as they feel comfortable.

4. Share this modern parable on Heaven and Hell:

- ▶ Once a man was trying to imagine the difference between Heaven and Hell when an angel of God appeared to him and asked if he would like to visit both places to see for himself. The man agreed, so the angel whisked him away. They arrived in a park-like setting with people sitting on either side of a long, long, long banquet table that stretched out as far as the man could see in either direction. On the table the visitor could see bowls heaped with fruits, plates steaming with choice meats and vegetables, and baskets filled with warm bread. But what most struck the visitor was the horrific sound he heard: the sickening moaning and wailing of people starving to death! Each person seated at the table had an extremely long fork or spoon, and no matter how hard they tried, they could not get the food from their plates to their mouths with the implements. As the man walked along, he saw men and women elbowing and threatening one another out of desperation for some food. He saw men and women withered and haggard, their eyes sunken and lips dried out from the effort. Each had decided they were in it for themselves. The visitor turned to the angel and said: “Messenger of God, surely this is Hell! Please, show me Heaven!” And so the angel whisked the man off to another park-like setting. And like the previous setting, this one too contained a long, long, long banquet table that stretched as far as the visitor could see in either direction. And like the previous place, there were men and women sitting on both sides of table, which was filled with bowls, plates, and baskets of delicious food. And, again, what struck the man was the sound he heard:

joyful, hearty, unending laughter, for all the feasters at these tables, though still using the oversized forks and spoons, were feeding each other and were utterly delighted with the feast they had been provided. “So this is Heaven,” the man said. “It seems both Heaven and Hell are within our grasp, depending on what we choose.”

*(This is one version of a common story.)*

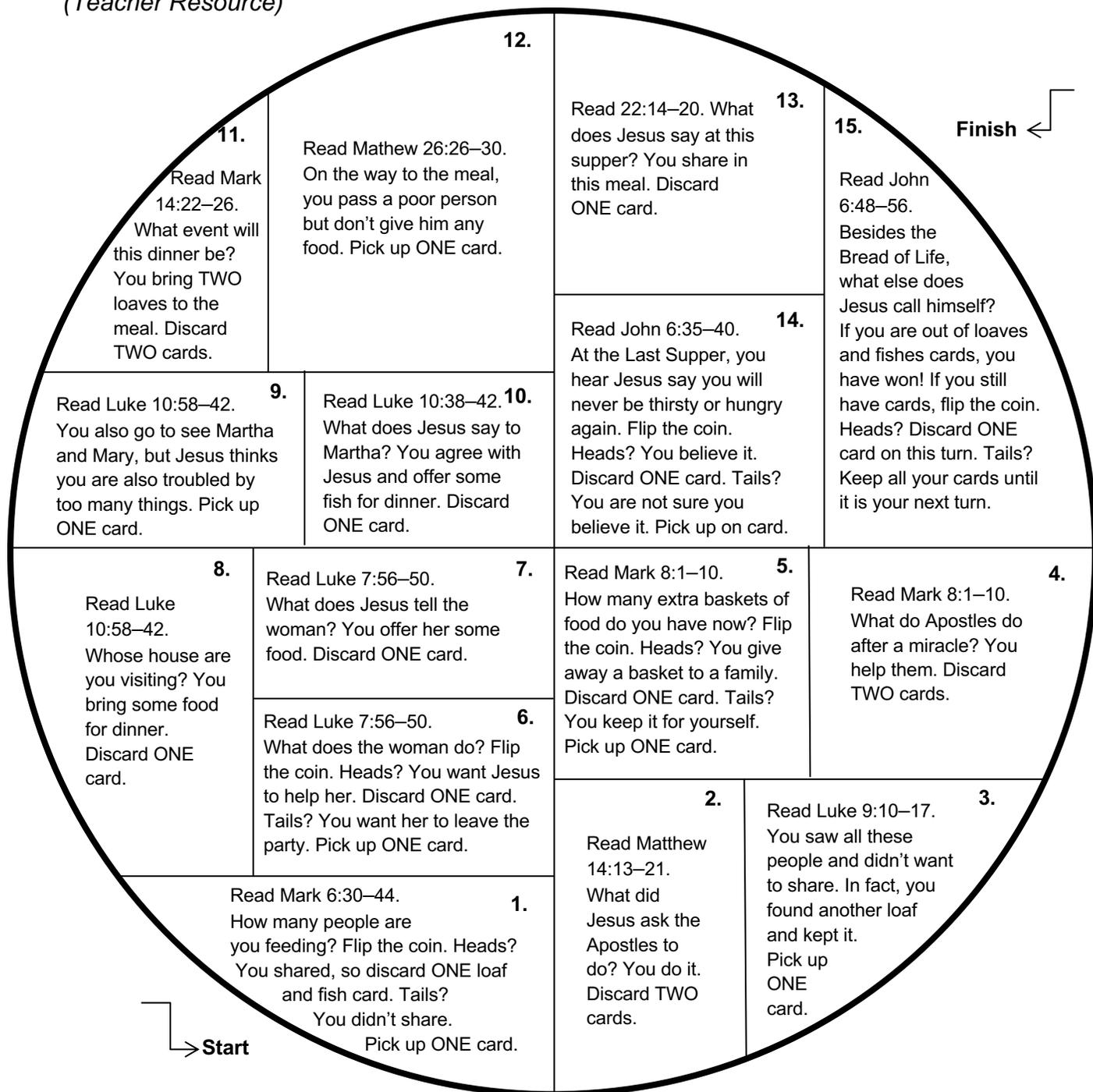
5. Ask the students to reflect on the moral of the story. If you are able to invite someone in who can discuss current attempts to end hunger, inquire whether that person has any service project ideas for your students.

*Note:* If the students are using the activity booklet, this would be a good time for them to reflect on question 2 on page 26 and discuss it.



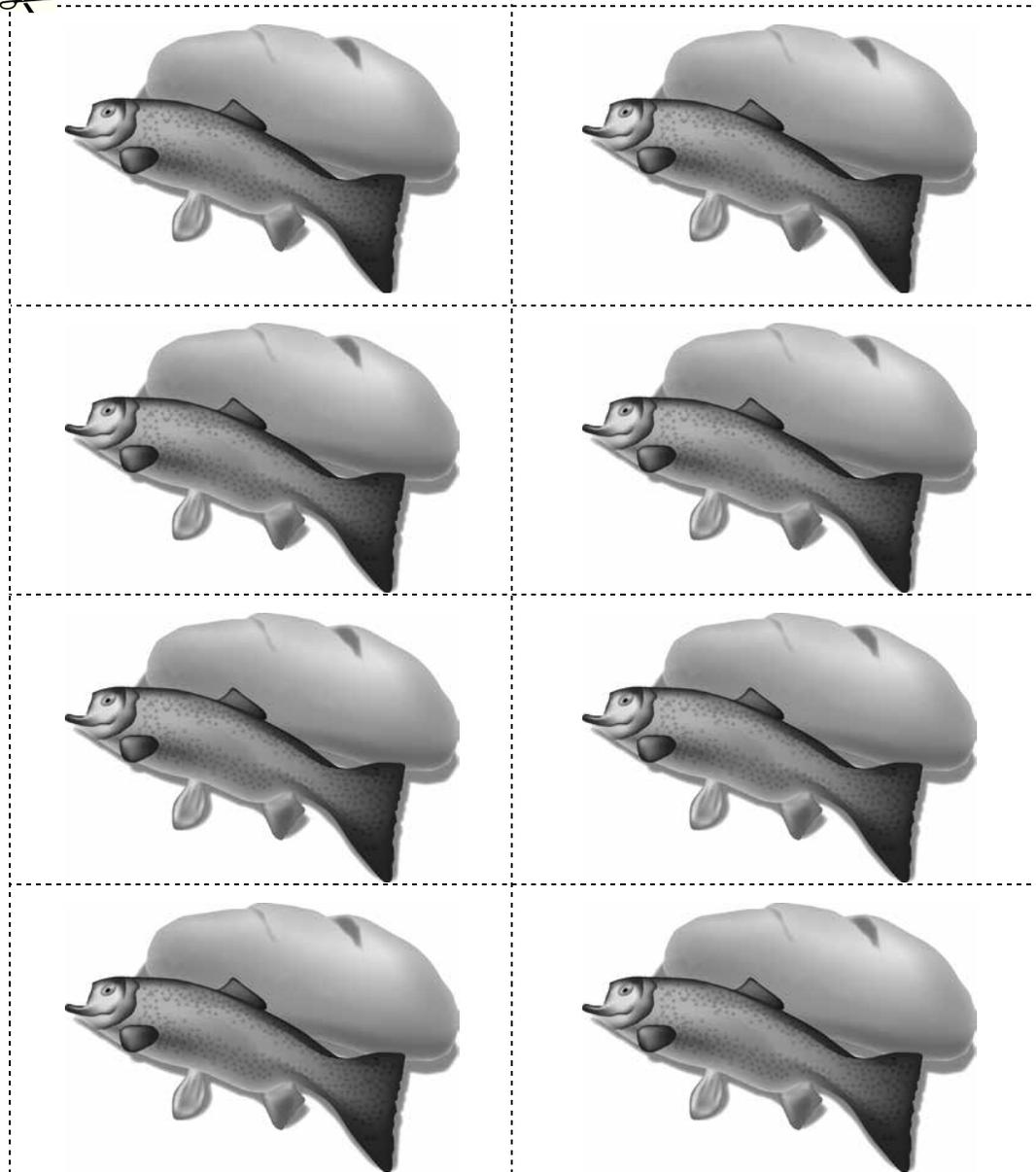
# Loaves and Fishes: A Game of Feeding Others

(Teacher Resource)



# Card Template for Loaves and Fishes: A Game of Feeding Others

(Teacher Resource)



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# Chapter 9

## Jesus the Person of Courage

### Preparing to Teach

#### Overview

Young people prefer to be considered courageous rather than fearful, yet often our culture delivers a message about courage and fear that is different from the one we receive from Jesus. Courage does not mean bravado or being willing to try things that are dangerous, like in some of the reality TV shows. In “real” reality, courage involves choosing Christ-centered values and holding to those convictions even under trying and painful circumstances, whether that be risking the anger of a friend or facing death.

Roughly half of the Gospel of Mark is devoted to the last week of Jesus’ life. There is increasing tension between Jesus and the religious authorities in the days leading up to his death. Jesus enters Jerusalem in an effort to share his message with the people of the Jews’ spiritual capital. He enters the city riding a colt. The inhabitants of Jerusalem lay their cloaks on the ground and wave palm branches, cheering loudly as if honoring a military hero. As the Pharisees look on with much concern, they become incensed by the outpouring of support Jesus receives. They even ask Jesus to silence the chanting crowd. Jesus replies that “if they keep quiet, the stones themselves will start shouting” (Luke 19:40).

In the garden at Gethsemane, Jesus confides in Peter, James, and John that he is filled with anxiety. Jesus cries out to his Father to remove his suffering yet affirms his commitment to the will of God by his words: “Yet not what I want, but what you want” (Mark 14:36). The humanity of Jesus is never more apparent than at this very moment. How disappointed Jesus must be when he asks the disciples to remain awake with him in his hour of need and he finds them asleep.

Courage in Christ requires a spiritual vigilance that Jesus’ friends could not muster that night in the garden. Courageous Catholics ask Jesus to nourish them through the Eucharist, prayer, and supportive friendships.

## This Chapter at a Glance

### Activities

- Jesus Is Arrested and Sentenced to Death!
- Different Perspectives

## Scripture Passages Related to Jesus the Person of Courage

The passages listed in bold are readings the students will reference to complete the puzzle “Jesus the Person of Courage,” on page 27 of the *New Testament Activity Booklet*.

- Matthew 16:21–28, Mark 8:31–38, Luke 9:22–27 (Jesus speaks about his suffering and death.)
- Matthew 20:17–19, Mark 10:32–34, Luke 18:31–34 (Jesus speaks a third time about his death.)
- Matthew 21:1–11, Mark 11:1–11, **Luke 19:28–40**, John 12:12–19 (The triumphant entry into Jerusalem)\*
- Matthew 26:36–56, **Mark 14:32–52**, Luke 22:39–53 (Jesus prays in Gethsemane.)\*
- **Matthew 26:14–16, 47–56**; Luke 22:3–6, 47–53; John 13:21–30, 18:1–5 (Judas’s betrayal of Jesus)\*
- Matthew 26:69–75, Mark 14:66–72, **Luke 22:54–62** (Peter’s denial of Jesus)\*
- Matthew 26:57–68; Mark 14:53–65; Luke 22:54, 66–71 (Jesus before the Council)
- Matthew 27:1–2, Luke 23:1–5, John 18:28–33 (Jesus before Pilate)
- Matthew 27:15–26, Mark 15:6–15, Luke 23:13–25, **John 18:39–19:16** (Jesus is sentenced to death.)\*

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Jesus the Person of Courage

- What She Has Done (Matthew 26:6–13)
- Obstacles to Prayer (Matthew 26:36–46)
- I Messed Up Again, Jesus (Mark 14:32–72)
- An Act of Courage (Mark 15:42–47)
- It Wasn’t Me! (Luke 22:54–62)



## Jesus the Person of Courage and Young Adolescents Today

- Jesus shares his feelings and concerns with the disciples when he tells them about his eventual death. Young adolescents share the intimate details about their lives with those who are closest to them.
- When Jesus enters Jerusalem, he is hailed as king yet remains humble and focused on his ministry. Young people experience times in their lives when they are praised and admired. These experiences may sometimes cloud their ability to remain humble. The example Jesus models can remind them to avoid being show-offs.
- Jesus experiences stress and extreme anxiety in the garden at Gethsemane. Young adolescents are constantly exposed to stress and anxiety-provoking events. Staying close to God in prayer helps them overcome overwhelming fears that can develop.
- Judas Iscariot, a disciple of Jesus, eventually betrays him. Sometimes young adolescents are not loyal to their friends.
- Peter denies knowing Jesus, yet Jesus forgives him. Jesus' love for young people is so great that he is willing to forgive them and us when we deny him by our sinful actions.
- Jesus continues to speak the truth even though he knows he will face death. Sometimes young adolescents need to stand up for the truth regardless of the consequences.

### Chapter 9

## Activities

### Jesus Is Arrested and Sentenced to Death!

In this activity, the students will use Scripture accounts to identify the facts surrounding the arrest and sentencing of Jesus.



*Note:* If the students are using the activity booklet, you may want to do this activity with them and then have them complete the puzzle “Jesus the Person of Courage,” on page 27, as a short review. See appendix 3 of this guide for the solution to the puzzle. You may also want to review “Introduction to the Gospels,” on pages 7–8 of the activity booklet.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.

❑ Make copies of the handout “Jesus’ Arrest and Sentencing” (Document #: TX003024), one for each student.

1. Divide the class into three groups, and assign each group a different Gospel account of the arrest and trial of Jesus. Distribute the Bibles, handouts, sheets of paper, and pens or pencils.
2. Write the following information on the board:
  - ▶ Group 1: Matthew 26:47–68; 27:1,2,11–26
  - ▶ Group 2: Mark 14:43–65; 15:1–15
  - ▶ Group 3: Luke 22:47–55,63–71; 23:1–5,13–25
3. Allow the students time to answer the questions on the handout. Note that although all three groups will be able to answer most questions, answers to some of the questions appear in only one or two Gospels. Conclude the activity by comparing the three different accounts of Jesus’ arrest and trial. Ask the students to identify aspects of these accounts that highlight Jesus’ courage.



Answers to the handout “Jesus’ Arrest and Sentencing”:

1. Judas
  2. a kiss
  3. high priest’s slave
  4. high priest or Caiaphas
  5. evidence or witnesses
  6. lies (in Matthew and Mark)
  7. “I am” (Mark); “So you say” (Matthew and Luke)
  8. blasphemy (Matthew and Mark); misleading the people, telling them not to pay taxes, claiming to be the messiah (Luke)
  9. Pilate
  10. “Are you the king of the Jews?”
  11. “So you say” (Matthew and Luke); silence (Mark)
  13. Barabbas
  14. three
  15. to prevent a riot (Matthew); to please the crowd (Mark); because of shouting (Luke)
4. Read John 18:3–14,19–24; 18:28–39; and 19:16 with the students, and compare John’s account with those from the synoptic Gospels.

## Different Perspectives

In this activity, the students will conduct an interview with two people in the Gospels who either played a significant role in sentencing Jesus to death or who were followers of Jesus and witnesses to his suffering and death.

## Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
  - ❑ Arrange the room with four chairs in the front.
1. Divide the class into groups of four. Introduce this activity with these thoughts in your own words:

- ▶ Few people would disagree that Jesus is a person of courage. A more subtle description of Jesus, however, is that he is a person of integrity. In math an integer is a whole number. A person of integrity is one who is similarly undivided in his or her focus and values, who is completely honest—“what you see is what you get.” In this next activity, I would like you to read the accounts of Jesus’ suffering in the garden at Gethsemane and the sentencing from Caiaphas and Pilate. Then you will create a television interview.

Each interview should have two talk show hosts, asking questions, and two biblical figures who respond to the questions. Be creative in your presentation and in presenting the viewpoints that these different observers may have had:

- Peter and James, the son of Zebedee (see Matthew 26:37)
- Pilate and Caiaphas
- Two Roman guards
- Two bystanders

2. Give the students sufficient time in class to compose a 5-minute interview featuring two hosts and two disciples as participants. Note that in the interview, the “disciples” can draw on times in Jesus’ life other than his Passion to support their position if they wish, but the main focus should remain on the last day of Jesus’ life.



*Note:* If the students are using the activity booklet, answering questions 1 and 2 on page 28 in writing provides an opportunity for them to reflect about the person of Jesus prior to creating the interview.

3. Give each group an opportunity to present its interview and jot down some notes about the examples the groups use to describe Jesus as a person of integrity. Afterward, use this list to help the students extrapolate what a person of integrity would look like in a young adolescent.

## **Jesus' Arrest and Sentencing**

Use the assigned passages from Scripture to fill in the answers to the following questions:

1. What is the name of the disciple who betrayed Jesus?
2. What does this disciple use as a signal to betray Jesus?
3. Whose ear is cut off during the arrest of Jesus?
4. Whose house is Jesus taken to?
5. What does the council need in order to put Jesus to death?
6. The witnesses cannot make their stories agree, so what do they tell?
7. What does Jesus answer when the high priest asks if he is the Messiah, the Son of God?
8. What does the high priest accuse Jesus of committing?
9. To whom is Jesus taken next?
10. What question does this man ask of Jesus?
11. How does Jesus answer his question?
12. What is the name of the man set free in place of Jesus?
13. How many times does Pilate try to set Jesus free?
14. Why does Pilate condemn Jesus to death?



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# Chapter 10

## Jesus and His Suffering

### Preparing to Teach

#### Overview

Modern culture, which is sometimes called a “culture of death,” values life in a very different way than Jesus does and portrays suffering and death as dead-end streets. To live the reality of the Paschal Mystery is to see the world in a much different way. Though understanding our own lives in light of the Paschal Mystery does not make suffering fun, it does give a redemptive meaning to it. If we unite our suffering with Christ’s suffering on the cross, God will change us and bring us true life.

The Paschal Mystery fully reveals God and his perfect love for us. God’s mercy redeems humanity from *all* sin and transforms it. After the Resurrection, sin and death, though still at work in the world, have also been overcome by God’s grace. Through Christ’s sacrificial love, all people now share in this Paschal Mystery, and all of life has been permanently renewed.

Young people who can begin to see suffering and death through the eyes of faith have taken a significant step in their faith journeys.

### This Chapter at a Glance

#### Activities

- The Stations of the Cross from Mark, Matthew, and Luke
- “The Last Words of Jesus”: An Album Cover Design
- The Power of Sacrificial Love

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### Scripture Passages Related to Jesus and His Suffering

The passages listed in bold are readings the students will reference to complete the puzzle “Jesus and His Suffering,” on page 29 of the *Activity Booklet*.

- Matthew 27:26–31, **Mark 15:16–20**, John 19:1–3 (Jesus is whipped.)\*
- **Mark 15:21**, John 19:17 (The walk to Calvary)\*

- Luke 23:26–32 (Simon helps carry the cross; Jesus meets women.)
- Matthew 27:33–38, **Mark 15:22–28**, Luke 23:33–38, John 19:18–27 (Jesus is crucified.)\*
- Matthew 27:39–44, **Mark 15:29–36** (Jesus is taunted.)
- Luke 23:39–43 (Jesus speaks with the good thief.)
- Matthew 27:45–50, **Mark 15:37–41**, Luke 23:44–46, John 19:28–37 (Jesus' death)\*
- Matthew 27:51–56 (Earthquake)
- Luke 23:47–49 (People express sorrow at Jesus' death.)
- Matthew 27:57–66, **Mark 15:42–47**, Luke 23:50–56, John 19:38–42 (Jesus' burial)\*

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Jesus and His Suffering



- Good Friday (Matthew 26:57–27:56)
- Thank You, Lord (Matthew 27:32–50)
- Jesus, Remember Me! (Luke 23:39–43)
- Our Family (John 19:25–27)

## Chapter 10

### Jesus and His Suffering and Young Adolescents Today

- In dying, Jesus makes a sacrifice for all of humanity. Young adolescents are familiar with the idea of sacrifice, having done so themselves for friends or family or by experiencing the sacrifice of others for them.
- Jesus' suffering is an important part of the Paschal Mystery that saves humanity. Young adolescents may interpret from our culture's messages that suffering has no value. In the Christian Catholic worldview, suffering always has value when we suffer with Christ.
- In these readings, we see the grief that others experienced because Jesus died. Just as the Resurrection surpassed Jesus' death, young people can understand that hope in the Paschal Mystery—the suffering, death, Resurrection, and Ascension of Christ—is also possible for them when they grieve.

## Activities

### The Stations of the Cross from Mark, Matthew, and Luke

In this activity, the students will create and illustrate original Stations of the Cross.



*Note:* If the students are using the activity booklet and you are short on time, you might want them to answer question 1 on page 30, invite discussion, and then go directly to step 6 of this activity.

#### Preparation

- ❑ Gather markers, newsprint, and masking tape for each of three groups.
- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.

## Chapter 10

1. Begin the activity by asking the students to reflect on the nature and meaning of the Stations of the Cross. The students may respond by saying this devotion is a prayerful way to commemorate fourteen different aspects of Jesus' suffering and death. Explain that this prayer developed as a way to help people identify with the suffering and death of Jesus. Since then it has become a popular devotion.
2. Tell the students they will be creating original versions of the Stations of the Cross. Divide the class into three groups, and give each group at least seven sheets of newsprint in addition to markers and masking tape. (Have some extra newsprint ready in case the students are able to do more stations.)
3. Distribute the Bibles. Assign each group one of the Passion narratives from Matthew, Mark, or Luke, and have the groups review the Passion narrative in their particular Gospels. Give these additional instructions:
  - ▶ Each group should create a series of pictures on newsprint that narrates Jesus' suffering and death. You do not need to make fourteen stations, but each person in your group should illustrate at least one station on a sheet of newsprint and no group should leave out an important element of the account of the Passion from its Gospel.
  - ▶ Each sheet of newsprint should have a quote from Sacred Scripture that is related to the image, large enough to read from a short distance.
4. As each group finishes its stations, have its members post their images on the walls of the classroom with masking tape. When all the images

have been completed, assemble them by theme so that, for example, all the “scourging” images are grouped together, all the “walk to Calvary” images are grouped together, and so on. Ask the students to notice the similarities and differences among the stations within a theme.

5. When the groups are done creating their Stations of the Cross, pray the devotion with them. Begin with the Sign of the Cross, and as you announce each grouping’s title (for example, “Jesus is whipped”), have the students who prepared that station read the Scripture passage from their pictures. Say the Lord’s Prayer and a Hail Mary after each station theme.
6. Afterward discuss the meaning of the Paschal (or Easter) Mystery with the students. Talk about the outcome of Jesus’ suffering, which was not death but new life. Relate the connection between suffering in everyday life and the Resurrection by giving the students some concrete examples of ways life can come out of painful situations. Note that our culture often tells us we should avoid suffering and aging at all costs but that this perspective is based on fear and reflects the success of some marketing campaigns for pain-relief and beauty products.

Distinguish, however, between the value of sacrifice (to make holy) and suffering and the misperception that suffering is to be desired. Note that suffering came into the world through Original Sin and was not part of God’s original plan for us. Just because suffering can bring new life does not mean we should seek it out; rather it means we should go to God with it when it comes to us.

## “The Last Words of Jesus”: An Album Cover Design

In this activity, the students will look at Jesus’ final words and create songs to go with them.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- ❑ Make copies of the handouts “The Last Words of Jesus” (Document #: TX003025) and “Album Cover Template” (Document #: TX003026), one of each for each student. However, you may want to give each student two album cover templates so they can use one as a rough draft.
- ❑ Gather scissors and markers or colored pens.

1. Have the students reflect on an experience of being saved, defended, protected from harm, healed, or rescued by someone. Ask these questions:
  - ▶ Did this saving or rescue involve sacrifice on someone's part? If so, how?
  - ▶ How does Jesus approach his task of saving us from sin and death? Why does he willingly go through with it despite the sacrifice?



2. Distribute the handouts and the art materials. Read the directions on the handout "The Last Words of Jesus" with the students.
3. When all the students have finished the assignment, invite them to look at one another's album covers. Have a few students read some of their song lyrics to the class.



*Note:* If the students are using the activity booklet and you are short on time, ask them to answer question 2 on page 30 to explore the kind of love Jesus demonstrates through his death.

## Chapter 10

### The Power of Sacrificial Love

In this activity, the students will look at *The Lion, the Witch and the Wardrobe* in light of what they know about Jesus' suffering, death, and Resurrection.

#### Preparation

- ❑ Gather sheets of paper and pens or pencils, one of each for each student.
  - ❑ Obtain a copy of the DVD *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe* (2005, 143 minutes, rated PG), and have a DVD player and TV monitor ready.
1. Introduce the activity by asking the students if they have read or seen a stage production of C. S. Lewis's *The Lion, the Witch and the Wardrobe* or if they have seen the movie *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*.
    - If they have, ask them to take turns telling the story and naming the main characters. (If most of the students have not read the book or seen the movie, show parts of the film for the class.)

2. Compare aspects of *The Lion, the Witch and the Wardrobe* with the Passion and death of Jesus by asking these questions:
  - ▶ What is the prophecy that will redeem Narnia?
  - ▶ Why is it “always winter but never Christmas” in Narnia?
  - ▶ Why must Aslan die?
  - ▶ How does Aslan explain to the girls his coming back to life?
3. Now that the students have processed the story itself, have them discuss ways the story helps us gain insight into the Paschal Mystery.

# The Last Words of Jesus

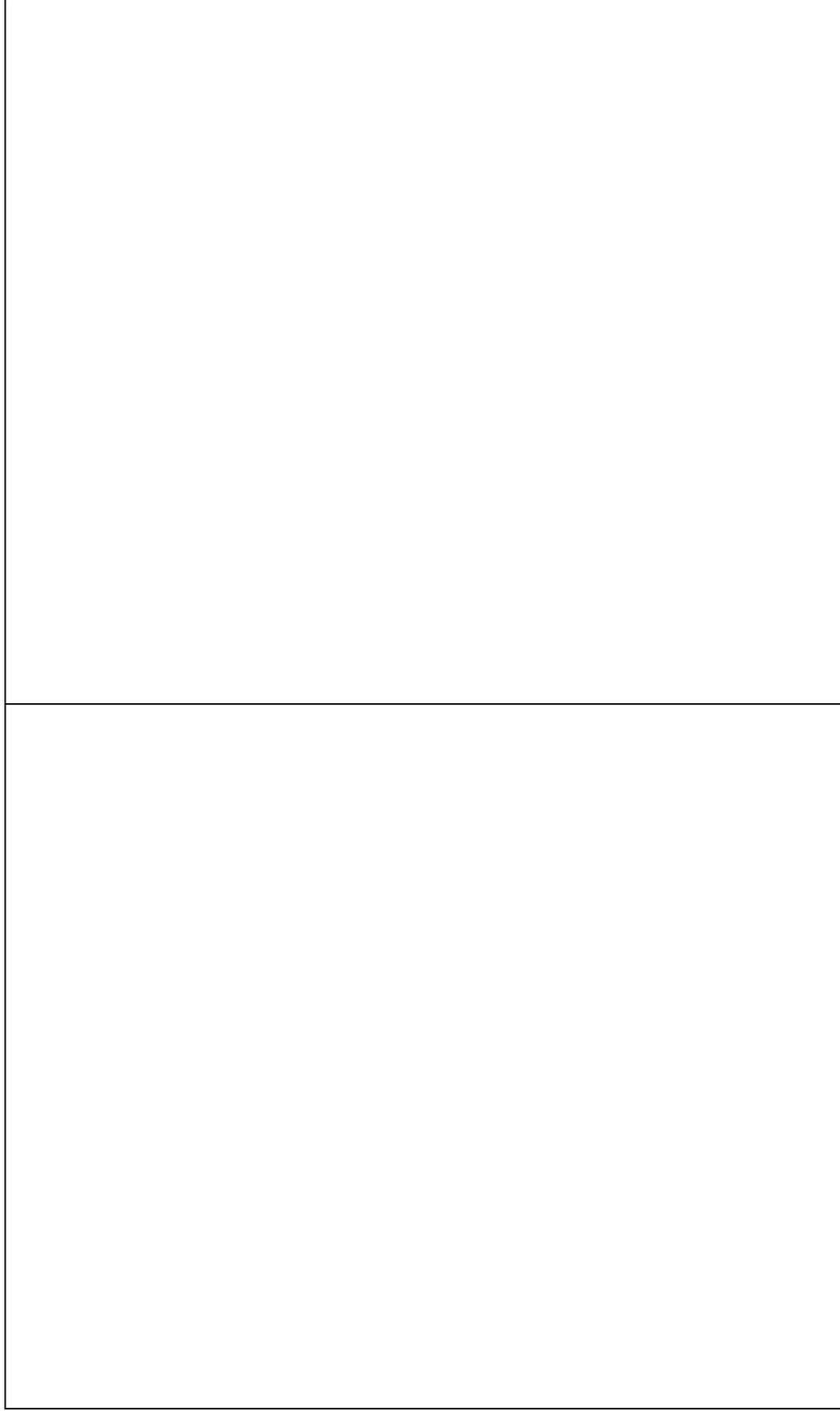
Read the following seven passages from Scripture, which each contain one of the seven last words (meaning phrases or statements) of Jesus. Create a song title for each Scripture passage, expressing what you think these last statements meant to Jesus. Choose one song title and write out the lyrics for the song.

- Mark 15:33–36
- Luke 23:32–34
- Luke 23:39–43
- Luke 23:44–45
- John 19:25–27
- John 19:28
- John 19:29–30

1. Create a front cover for your album. Title it *The Last Words of Jesus*.
2. On the back cover of the album, list the seven song titles you have written.
3. On the inside of the album cover, write the lyrics of your song. The lyrics should express what you think Jesus was feeling in this scene. Use more paper if you need to.
4. Feel free to add additional material to the album cover, such as the record company, special thanks, and so on.



# Album



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# Chapter 11

## The Risen Jesus

### Preparing to Teach

#### Overview

The accounts of the Resurrection are among the most beautiful in the Gospels. Crushed followers who have been mourning the death of their beloved Jesus see him and talk with him again! Not only is Jesus still alive, but all that he promised is true too!

One of the most senseless and painful events in people's lives is the death of a young person. Whether this death is from cancer, a car accident, or a random and strange illness, the death of a person with so much potential and life within goes against our sense of what is just.

The promise of eternal life is about the only hope that helps people of any age get through such a loss. After the initial months and years have passed, those closest to this person may say they feel like they already have one foot in Heaven, like they can still feel the child's presence, or like they have a glimpse of eternal life now. These experiences testify to the reality of the Resurrection in our midst.

We cannot emphasize too much to young adolescents how important the Resurrection is, how different a life without this type of hope is from one that lives in the hope of resurrection. Not only is death not "the end," but suffering is not meaningless; each person has an eternal destiny of life with God, and life in the here-and-now is not the only measure by which all decisions should be considered.

Be aware that the young people may have experienced the loss of people close to them, some recently. Though resurrection is hope for all of us, we must be careful to speak of resurrection in light of the whole Paschal Mystery, which includes the pain of suffering and death.

### This Chapter at a Glance

#### Activities

- Appearances of the Risen Jesus
  - It Is Not Always Easy to Recognize Jesus
- 
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## Scripture Passages Related to the Risen Jesus

The passages listed in bold are nearly all the readings the students will reference to complete the puzzle “The Risen Jesus,” on page 31 of the *New Testament Activity Booklet*.

- **Matthew 28:1–10, Mark 16:1–10, Luke 24:1–12**, John 20:1–10 (The Resurrection)\*
- **Matthew 28:11–15** (The report of the guard)
- Mark 16:12–13, **Luke 24:13–35** (The walk to Emmaus)\*
- Matthew 28:16–20, Mark 16:14–18, **Luke 24:36–49**, John 20:19–23, Acts of the Apostles 1:6–8 (Jesus appears to his disciples.)\*
- Matthew 28:9–10, Mark 16:9–11, **John 20:11–18** (Jesus appears to Mary Magdalene.)\*
- **John 20:24–29** (Jesus and Thomas)
- **John 21:1–14** (Jesus appears to seven disciples.)\*
- **John 21:15–19** (Jesus and Peter)
- Mark 16:19–20, **Luke 24:50–52**, Acts of the Apostles 1:6–11 (Jesus is taken up to Heaven.)\*

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to the Risen Jesus



## Chapter 11

- Holy Trinity (Matthew 28:16–20)
- A Model Friend (Mark 16:1–11)
- Celebrate Easter (Luke 24:1–12)
- Walking with Jesus (Luke 24:13–35)
- Peace (John 20:19–21)
- Penance and Reconciliation (John 20:19–23)
- Apostolic Succession (John 21:15–19)
- Now What? (Acts 1:1–11)

## The Risen Jesus and Young Adolescents Today

- Jesus appears first to Mary Magdalene, which is testimony of his desire to save all people, no matter their role in society. Young adolescents are often more accepting of people with differences and can be less concerned with social distinctions than their parents and grandparents.

- Jesus appears to two disciples on the way to Emmaus, but they fail to recognize him at first. Jesus also wants to reveal himself to young adolescents, but they do not always recognize him.
- When Jesus asks Peter three times if he loves him, he is offering Peter a chance to overcome his spiritual failures. Young adolescents are given that same chance when they receive the Sacrament of Penance and Reconciliation.
- Before he ascends into Heaven, Jesus promises he will remain with his followers in spirit. Young people are offered this same promise.
- Jesus is clear in establishing his mission for the Church. All young adolescent Christians have a responsibility to carry out that mission, especially those who have received the Sacrament of Confirmation.

## Activities

### Appearances of the Risen Jesus

In this activity, the students will match citations from Sacred Scripture with corresponding accounts of the appearance of the Risen Jesus.

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
- ❑ Make copies of the handout “Appearances of the Risen Jesus” (Document #: TX003027), one for each student.



1. Distribute the Bibles, handouts, and pens or pencils. Allow the students time to individually complete the handout.
2. When the students have completed the handout, review the following answers with them:
 

1. D	6. B
2. G	7. H
3. I	8. F
4. A	9. C
5. J	10. E
3. Conclude the activity by discussing the following questions:
  - ▶ Why did Jesus appear to so many?
  - ▶ What was his message?
  - ▶ Why is this important to us today?

- ▶ Which account is your favorite? Why?
- ▶ What are some of the differences you notice between Jesus *before* his death and Resurrection and *after*?

*Note:* If the students are using the activity booklet, they can also complete the puzzle “The Risen Jesus,” on page 31. Both of these activities ask the students to read fairly comprehensively, and each activity could be done alone or as a review of the other. See appendix 3 of this guide for the solution to the puzzle. You may also want the students to answer question 1 on page 32 as a way for them to reflect on the joy that these encounters with Jesus brought.



## It Is Not Always Easy to Recognize Jesus

Though the disciples are actually walking with Jesus on the way to Emmaus, they do not recognize him until he breaks bread with them. In this activity, the students will reflect on the roadblocks they encounter to recognizing Jesus.

1. Have the students read the account of the Walk to Emmaus,” Luke 24:13–35, quietly to themselves or for homework. Ask one student to proclaim this Gospel reading to the class.
2. Ask the students to spend time journaling about these questions:
  - ▶ Is there a time you put aside each day to spend with Jesus?
  - ▶ If not, does your life seem too busy for Jesus?
  - ▶ Can we lose sight of Jesus if we don’t spend time with him in prayer?

Discuss everyday schedules with the students. Compare the account of “the walk to Emmaus to our everyday lives, and ask the students how we can find Jesus in our everyday lives—in nature, in social outreach programs, or in the quiet of our hearts.

*Note:* If the students are using the activity booklet, you may want to have them answer question 2 on page 32 in writing.



3. Conclude by compiling a written list of suggestions, given by the class, for spending time with Jesus. Encourage the students to choose one suggestion and put it into practice.

## Appearances of the Risen Jesus

Match the subject matter of the passage from Scripture with its corresponding citation.

- |                                   |                       |
|-----------------------------------|-----------------------|
| ___ 1. Mary Magdalene             | A. 1 Corinthians 15:5 |
| ___ 2. Women disciples            | B. John 20:26–29      |
| ___ 3. Emmaus walkers             | C. 1 Corinthians 15:7 |
| ___ 4. Peter                      | D. Mark 16:9          |
| ___ 5. Eleven disciples           | E. Acts 1:9–12        |
| ___ 6. Thomas and disciples       | F. 1 Corinthians 15:6 |
| ___ 7. Disciples at Lake Tiberias | G. Matthew 28:1–10    |
| ___ 8. 500                        | H. John 21:1–14       |
| ___ 9. James                      | I. Luke 24:13–35      |
| ___ 10. Ascension witnesses       | J. Matthew 28:16–20   |



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# Chapter 12

## Images of Jesus in the Letters

### Preparing to Teach

#### Overview

We live in a visual culture. We see many more images every day than we probably realize. The Church began in a time when many people could not read. Symbolic words and images helped early Christians understand complex realities, much like the scenes depicted in stained-glass windows taught people about their faith centuries later.

Many of the words used to describe Jesus and what he did are symbolic, are rich with meaning, and enable the reader to ponder what exactly a statement means. But because of their ability to reveal complexity, they work well for today's adults and young people as starting points for trying to understand the mysteries of faith.

The variety of images or metaphors used in the accounts of those early Christian communities found in Sacred Scripture show us how Jesus was understood in the early Church. In addition, when looked at together, the images display the multiple ways the Church interpreted itself in relation to Christ's salvific work in the world. This chapter reviews the meaning of a few of those images both for the early Church and for us today.

#### This Chapter at a Glance

##### Activities

- Jesus Bumper Stickers
- Images of Jesus Drawing Book

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#### Scripture Passages Related to Images of Jesus in the Letters

The passages listed in bold are readings the students will reference to complete the puzzle "Images of Jesus in the Letters," on page 33 of the *New Testament Activity Booklet*.

- **Romans 8:1–6** (Life in the Spirit)\*
- **Romans 8:31–39** (God’s love in Christ Jesus)
- **1 Corinthians 12:12–31** (One body with many parts)\*
- **2 Corinthians 5:16–19** (New in Christ)
- **Ephesians 2:20** (Cornerstone of the Church)
- **Colossians 1:15–20** (Christ is the visible likeness of the invisible God.)\*
- **Colossians 2:6–7** (Fullness of life in Christ)
- **Colossians 2:20—3:4** (Dying and living with Christ)\*
- **Hebrews 4:14—5:10** (Jesus is the high priest.)
- **1 Peter 1:19** (Lamb of God)
- **1 John 1:1–4** (Jesus is the Word of life.)
- **1 John 4:14** (Jesus is the savior of the world.)\*

Asterisk (\*) signifies key passages to cover.



## Articles from *Breakthrough!* Related to Images of Jesus in the Letters

- The Eucharistic Meal (1 Corinthians 11:23–33)
- Who Is Equal? (Galatians 3:26–29)
- True God and True Man (Philippians 2:5–11)
- God Is Love (1 John 4:7–21)
- Live in the Light (1 John 1:5–7)
- He Came as a Human Being (2 John)
- The Lamb of God (Revelation, chapter 5)

## Images of Jesus in the Letters and Young Adolescents Today

- Young adolescents are visually oriented; presenting images of Jesus in the Letters can help the young people understand the relationship between the community of faith and the resurrected Jesus.
- Young adolescents might relate to other images of Jesus than those presented in the New Testament letters. Show the young people that these images are reflections of different aspects of Jesus and that other images of Jesus can provide further insights into the relationship between Jesus and the Church.

# Activities

## Jesus Bumper Stickers

In this activity, the students will share the images of Jesus from the Letters in the form of bumper stickers.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and sets of colored pencils, one of each for each pair of students.
- ❑ Prepare copies of the readings, and either post them in a visible place or make copies of the handout “The Images of Jesus Book” (Document #: TX003028), sheets of paper, and sets of colored pencils, one for each student.

1. Have the students form pairs. Share this information with the students in your own words:
  - ▶ Paul and the other authors share some fairly complex information about Jesus—who he is and how he relates to the world of the time. Your job is to take the complicated message and convert it into one of the most concise forms of writing: the bumper sticker.

Ask the students to share some examples of appropriate bumper stickers they have seen. Note that these stickers condense their messages, such as “Peace Now!”
2. Distribute the Bibles and art materials. Suggest that the students fold their papers into a size that more closely resembles a bumper sticker. Assign each pair one of the readings from the “Scripture Passages Related to Images of Jesus in the Letters” section.
3. Walk around, and help any pairs who are having trouble with the language or references in the letters. Recommend that the students use the type of print and imagery they associate with bumper stickers.
4. When the students have completed the assignment, ask each pair to present its reading, using its bumper sticker as a means of explaining the key message and providing the rest of the students with an easier way to remember the images of Jesus in the letters.

*Note:* If the students are using the activity booklet and you are short on time or would like a different way to familiarize the students with the images of Jesus, have them complete the puzzle “Images of Jesus in the Letters,” on page 33. See appendix 3 of this guide for the solution to the puzzle.



## Images of Jesus Drawing Book

In this activity, the students will draw the images of Jesus in a book of pictures of their own invention.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- ❑ Gather card stock or other paper as well as magazines, scissors, markers, colored pencils, and pens.
- ❑ Make one copy of the handout “The Images of Jesus Book” (Document #: TX003028) and ten copies of the handout “Images of Jesus” (Document #: TX003029) for each student.

1. Introduce the activity with these thoughts:

- ▶ As he ascended to Heaven, Jesus told his Apostles, “And I will be with you always, to the end of the age” (Matthew 28:20). Jesus is present differently now than he was prior to his Resurrection. How can we describe what his presence is like now? In Scripture we find many images of what Jesus is like now and how we can experience him present with us today. In this project we will explore some of these images and think about new ones.

## Chapter 12



2. Distribute the Bibles, art materials, and handouts. Read the instructions from the handout “The Images of Jesus Book” with the students.
3. When the students have finished their pages, have them make a cover for the book from one or more sheets of card stock or paper. Then have them staple the cover page and other pages together.
4. Ask the students to place their books on their desks and then to walk quietly around the classroom and look at other students’ books. On a separate sheet of paper, have the students write a paragraph explaining which image helps them see Jesus in the Church and the world best and why.



*Note:* If the students are using the activity booklet and you are short on time, direct the students to question 2 on page 34, which invites them to read about Jesus and reflect on one image.

# The Images of Jesus Book

1. Read through the passages below, and select seven you like best.

## Images of Jesus in the Letters

- Romans 8:1–6 (Life in the Spirit)
- Romans 8:31–39 (God’s love in Christ Jesus)
- 1 Corinthians 12:12–31 (One body with many parts)
- 2 Corinthians 5:16–19 (New in Christ)
- Ephesians 2:20 (Cornerstone of the Church)
- Colossians 1:15–20 (Christ is the visible likeness of the invisible God.)
- Colossians 2:6–7 (Fullness of life in Christ)
- Colossians 2:20—3:4 (Dying and living with Christ)
- Hebrews 4:14—5:10 (Jesus is the high priest.)
- 1 Peter 1:19 (Lamb of God)
- 1 John 1:1–4 (Jesus is the Word of life.)
- 1 John 4:14 (Jesus is the savior of the world.)

2. Create a booklet of drawings around the seven images you chose from the readings.

3. Using copies of the handout, “Images of Jesus” (Document #: TX003029), fill in the missing part of the sentence “Jesus is like . . .” with the image you are using. Then draw a picture depicting the image in the space provided. Conclude by finishing the sentence “Jesus is like . . . because . . .” in one or two sentences.

4. After creating seven pages of images based on Sacred Scripture, continue the same process with three additional images, either of your own choosing or from the Bible.



# Images of Jesus

Jesus is like \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



## PART II: Focus on the Disciples of Jesus

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# Chapter 13

## Mary of Nazareth

### Preparing to Teach

#### Overview

“I am the Lord’s servant,” said Mary, “may it happen to me as you have said.” Without hesitation, Mary willingly says “yes” to the angel Gabriel and helps fulfill God’s promise to send a savior. Young adolescents will read the accounts about Mary with new eyes when they realize that they are about the same age that she was when she became pregnant with Jesus by the Holy Spirit.

Mary’s willing participation in the birth of Jesus indicates that she is Jesus’ first disciple. She is a humble servant chosen by God who gives birth in the modest setting of a stable. There was nothing about Mary or the birth of Jesus that can be considered “lofty,” yet this event changes salvation history. The students will be able to relate to the ordinary circumstances by which Mary lives her life. Mary is very approachable as the “Mother of God” and the most important saint. Young people, especially girls, should know that they can find a special friend in Mary.

Mary allows the Holy Spirit to overshadow her and work within her. Young adolescents, especially those who are preparing for Confirmation, will identify with the role of the Spirit in Mary’s life and in their lives as well.

We see very human moments in the life of Mary. Mary is a typical expectant mother when she excitedly visits Elizabeth with the news of her pregnancy. Good news such as this must be shared, and so the students in turn need to share the Good News of the Gospel with others. Mary composes a beautiful hymn or prayer in response to this blessing God has bestowed upon her. When adolescents experience emotional highs, they often express them in artistic ways.

Another very human moment in Mary’s life occurs when Jesus becomes separated from his parents while in the Temple. Mary and Joseph are concerned, and Mary later scolds Jesus for his lack of consideration. Jesus responds by telling his mother that his intentions were deliberate because he was doing his Father’s work. Similar conflicts of opinion occur as young adolescents negotiate their freedom with their own parents.

Before Mary becomes a mother figure for young adolescents, she can first be one of them, a young woman in the world, trying to figure it all out. Later, having been one of them, she becomes a compassionate ear for people struggling at this age.

## This Chapter at a Glance

### Activities

- Mary Remembers
- The Annunciation
- A Marian Prayer Service

## Scripture Passages Related to Mary of Nazareth

- Isaiah 7:14 (Prophecy concerning Mary)
- Luke 1:26–38 (The Annunciation)\*
- Luke 1:39–45 (Mary visits Elizabeth.)\*
- Luke 1:46–56 (The Magnificat)\*
- Matthew 1:18–25, Luke 2:4–20 (The birth of Jesus)\*
- Luke 2:22–38 (Jesus is presented in the Temple.)
- Luke 2:39–40 (The Holy Family returns to Nazareth.)
- Luke 2:41–52 (Jesus remains in the Temple to teach.)
- John 2:1–12 (The wedding in Cana)\*
- Matthew 12:46–50 (Mary seeks Jesus when he is teaching.)
- John 19:25–27 (Mary is present at the cross.)\*
- Acts 1:12–14 (Mary prays with the disciples in Jerusalem.)

Asterisk (\*) signifies key passages to cover.

## Chapter 13



## Articles from *Breakthrough!* Related to Mary of Nazareth

- *Breakthrough!* Interview with Mary of Nazareth
- “Born of the Virgin Mary” (Luke 1:26–38)
- Hail Mary! (Luke 1:41–42)
- Mary as the First Disciple (John 2:1–12)
- Making Big Things from Small Beginnings (Titus 2:11–14)
- Evil Wages War (Revelation, chapter 12)

## Mary of Nazareth and Young Adolescents Today

- Mary is an ordinary girl in many ways, yet God chooses her to be part of an extraordinary event: giving birth to Jesus, the Son of God. Young adolescents, especially those who receive Confirmation, are called to carry on the work of the early Church of which Mary was a part. For the work of the early Church—to preach the Gospel of Jesus Christ in word and deed—is also our work today, the work of every confirmed Christian, young or old.
- Mary willingly says “yes” to God without hesitation. In Mary we find a perfect role model for discipleship. Young adolescents can use her example as a spiritual model for faith development.
- Mary is a young woman when God calls her to accept her role in salvation history. These young people are of the same age.
- Filled with excitement, Mary visits her cousin Elizabeth, intending to share her good news. When noteworthy events happen in the lives of young people, they willingly share their excitement with friends and relatives.
- Mary composes a song of devotion to God. Young people enjoy poetry and music as expressions of self.
- Mary expresses concern and worry over losing Jesus in the Temple. Young adolescents express a desire for independence that at times conflicts with their parents’ desires to care for them. Young people, along with their parents, may have experienced a similar emotional situation when their agendas clash, especially when young people fail to check in at appropriate times.
- Mary requests her son’s help at the wedding feast at Cana. Jesus complies with her wishes. Like Mary, we can seek the help of Jesus knowing we will never be turned down.
- Mary supports her son at the foot of the cross. Like Mary, young people support those they love when they are going through difficult times.

## Activities

### Mary Remembers

In this activity, three volunteers will portray Mary in various stages of her life.

## Preparation



- ❑ Make three copies of the teacher resource “In Mary’s Voice” (Document #: TX003030), and select three volunteers to read the three monologues. They should take the readings home to practice ahead of time.

1. Introduce the activity with the following words:
  - ▶ Today you will come to know Mary, the Mother of Jesus, as she remembers significant events in her life and that of her son. We will begin with her visit to Elizabeth, then hear about her life as Jesus is moving into adulthood, and finally have insight into her thoughts at the foot of the cross.
2. Have the three volunteers deliver their monologues. After each reading ask the students to share their initial reactions. Did the reading complement or challenge their perceptions of Mary?
3. Conclude with a discussion on what the students gained from the presentations.
  - ▶ Did Mary come alive for them?
  - ▶ What would they have added or changed in the scripts?
  - ▶ Can they relate to the emotions Mary felt?

*Variation:* Choose another scene from Mary’s life, and ask the students to write an internal reflection about the Annunciation or the wedding at Cana.

*Note:* If the students are using the activity booklet, they may work on the puzzle “Mary of Nazareth,” on page 35, which provides an overview of Mary’s role in the life of Jesus. The readings on the teacher resource “In Mary’s Voice” (Document #: TX003030) and the handout “Planning a Marian Prayer Service” (Document #TX003031) offer the young people opportunities to reflect on Mary’s role in the life of Jesus and in their own. See appendix 3 of this guide for the solution to the puzzle.



## The Annunciation

### Preparation

- ❑ Bring in two or more images of the Annunciation. See the Saint Mary’s Press Web site for several suggestions. In addition, you can do a simple image search online with the key word *Annunciation*. An interesting painting to use is Henry O. Tanner’s 1898 painting *The Annunciation*.

- ❑ Put individual letters of the alphabet in a box or container, using small slips of paper or selected pieces from a Scrabble game. You will need at least one letter for each young person.

1. Display the images of the Annunciation. Explain the following points in your own words:
  - ▶ At the time of the angel's visit, Mary was probably thirteen or fourteen years old. As was the custom at the time, a marriage had been arranged for her, and she was betrothed, or engaged, to Joseph. Because she was not living with Joseph and was presumed to be a virgin, becoming pregnant would be extremely shameful.
2. Ask a volunteer to read aloud Luke 1:26–38. Note that Luke's Gospel is the only account that is told from Mary's perspective.
3. Elicit the girls' opinions about which of the displayed images is most appealing and which is most accurate according to the Bible passage. Ask the students to imagine being in Mary's place when the angel appeared to her. Ask or adapt the following questions for discussion or reflection:
  - ▶ What kind of girl do you think Mary was before the angel appeared? If she were living today, what kind of peer group would she be in?
  - ▶ Do you think you would have liked her as a friend or an acquaintance?
  - ▶ What feelings do you think Mary had when the angel appeared with the astounding news? What would your first reaction have been?
  - ▶ Mary questioned the heavenly visitor. What questions would you have had for the angel?
  - ▶ Mary's situation as an unwed mother was problematic during her time. What support systems would she have had? What problems do girls in her situation face today?
  - ▶ What do you think of Mary's response: "Here am I, the servant of the Lord: let it be with me according to your word" (Luke 1:38). Was it a passive "Okay, I don't have much choice" yes, or an active, courageous "I can and will do this" yes?
  - ▶ After the angel departed and Mary was alone, what would she have thought and felt? Who would she have turned to, or what would she have done? What would you have thought, felt, shared with others, or done?

4. Encourage the students to reflect on their own sense of Mary's Annunciation by writing a poem about Mary. Pass around the container of alphabet letters that you prepared before the activity, and direct the students to draw one letter each. Instruct the students each to write a ten- to twelve-line poem about Mary, with each line beginning with the letter they drew. Compile the completed poems into a book, and make copies to share.

(This activity is adapted from an activity of the same title in Janet Claussen, *Biblical Women: Exploring Their Stories with Girls*, pp. 89–90.)

## A Marian Prayer Service

In this activity, the students will use the framework provided to write a Marian prayer service.

### Preparation

- Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- Make copies of the handout “Planning a Marian Prayer Service” (Document #TX003031), one for each student.
- Write the following framework on the board:
  - Call to Worship
  - Opening Prayer
  - First Reading
  - Psalm
  - Second Reading
  - Gospel
  - Prayer of the Faithful
  - Closing Prayer

1. Divide the class into seven groups, and assign each group one of the above parts of the prayer service, omitting the psalm.



2. Distribute the handouts and the Bibles to the students. Go over each aspect of the prayer service with the whole class, and answer any questions the students have. The students may want to include in their prayer service the use of appropriate hymns. Ask for suggestions, or have the students look through the parish hymnal for songs.

*Variation:* Conclude the activity by using the writings to hold a Marian prayer service for the school or parish community.

# In Mary's Voice

(Teacher Resource)

## The Visit

Elizabeth was pregnant. It was her first child, and she was over thirty-five. A first child at that age could result in a difficult birth.

I wanted to go and visit her and help her as her time to deliver drew near.

I hadn't seen Elizabeth for about two years. I didn't remember her well—she was closer to my mother's age, and Elizabeth and I had little in common. With my own mother gone, I wished to take her place in being of help to our kinfolk.

It was with mixed feelings that I began my journey to Elizabeth's home. I wanted to help . . . I missed my mother so deeply. I didn't really know Elizabeth. I was pregnant myself, through this very unusual gift from God. . . . Joseph had seen my pregnancy and couldn't understand it. I didn't know what to do. God finally told Joseph about it in a dream and we were reconciled, but the confusion was still upsetting me. What did God want of me with this child? I was physically very tired. These thoughts churned in my head and my heart. I had a lot of time to think about these things on the long journey, which seemed even longer because of my confusion.

"Mary." I heard my name called at what seemed a great distance. I was absorbed in the moment, and the sound of my name was an unwanted intrusion. "Mary?" It was a question—it echoed the question in my mind: "Who am I?"

I turned and saw a woman heavy with child. She was radiant with life. Her face, ruddy with health, smiled with the tenderest of feelings. I stood up, and couldn't help smiling back. Was this lovely woman, so alive, so charming, my "old" cousin Elizabeth? She extended her hands to me, and I moved toward her. We stood there, two women, each ripe with hidden life inside of us.

Suddenly she was holding me. The small extension of my body bumped against the large protrusion of hers. We laughed. Without warning, I found myself sobbing. Tears everywhere, pouring out of me. "Mary," she said again, and the sound of Elizabeth's voice rang through my spirit and gentled it.

She eased me down, and we sat on the hill together, her arm around me, holding me firmly but gently.

"You honor me, Mary," she said. "You are blessed among all women in the world. Just now when our bodies touched, awkwardly, the child I carry knew of the mystery you hold within you. He danced, alive with joy, at the presence of the precious burden you carry."

"You and this child, Mary, are for all time—for the glory of our God and the glory of God's people."

This woman, my cousin, knew. She understood the mysterious working of God in me. As I sat there in the warmth of her strong arms, the tensions and fears drained from me. I could talk. She listened. How wonderful a gift.

"My whole being glories in the wonder of our God. I am so small . . . and God has touched me so mightily. God saw my weakness—I am but a girl—and has called me to give to the world a gift through which all peoples for all times will remember me. God is saving all people, my cousin! God is fulfilling the Covenant, and will continue to do so.

(This reading comes from a longer reading titled "The Visit," in *Mary Remembers: Cherished Memories of Jesus*, by Velma McDonough [Mystic, CT: Twenty-Third Publications, 1987], pages 13–15. Copyright © 1987 by Velma McDonough. Used with permission of Twenty-Third Publications.)



## Letting Go

I was worried about my son. I shared this with Joseph, and he told me that my worries didn't help Jesus and only made me upset. But I still worried.

Jesus was off to Jerusalem by himself. Only seventeen years old. He wanted to learn from the rabbis. His search for knowledge about the Scriptures was insatiable. I knew this, and I knew also that he had learned all he could from the local teachers. But it was the first time he had gone off on his own.

He planned to stay with some relatives in the city. Once he was there, I knew he would have a warm place to stay and get good meals.

But I was afraid of the journey. There had been so much talk here in the village about bandits who attacked travelers. I wanted Jesus to wait until the feast days when Joseph would be going to the holy city with the other men. But that would have been two months off, and he couldn't wait.

Jesus was such a loner. Sometimes it worried me. He did things other boys his age would never think of doing. He was wonderful to Joseph and me, and he was very comfortable with friends his own age. But he was so deep, so reflective. Those days I just didn't know what he was thinking about. And he didn't share it with me.

I guess I shouldn't have been surprised. I had been that way myself. I remember my mother complaining about me in the same way after I had returned from the temple school. I would go off by myself for hours at a time. I thought deep thoughts too, and told no one. I shouldn't have complained when my son did the same.

Still, I worried about him. It would be so long until I got word that he had arrived safely. And I wouldn't know what he was doing, or how he was, except once a month when the caravan came with news.

Now he was a man. He needed to stretch his mind and put even physical distance between us. He had to become his own person, and he had to do it by himself. I had to let go.

I allowed myself a few silent tears as I experienced this separation, so painful for me as mother; so necessary for Jesus as a son. I reflected that the only pain greater than this would be the separation of death.

From now on our relationship would have to be different. How would it be? Only he could tell me. And maybe he couldn't either. That was frightening. Again, I was asked to wait. . . .

(This reading comes from a longer reading titled "Jesus Leaves Home," in *Mary Remembers: Cherished Memories of Jesus*, by Velma McDonough [Mystic, CT: Twenty-Third Publications, 1987], pages 39–41. Copyright © 1987, by Velma McDonough. Used with permission of Twenty-Third Publications.)



## “Behold Your Son”

I knew it firsthand.

When I was on the hill of Calvary watching my son die, he gasped for air. He, the light, the one who had brought fire from heaven, was being consumed by fever and thirst. He gasped again and again, struggling to breathe.

I don't know how I got through those hours. . . . It was awful. I kept trying to breathe for him.

It would have been so easy just not to breathe. I said to myself, “Mary, if you don't breathe you'll die too.” It was exactly what I wanted at that moment. To die with him. My son. He was my very life.

But somehow I just couldn't. He had told me to care for John and had asked John to care for me. John was the only one of Jesus' close friends to be there with us.

So I couldn't die. Jesus wanted me to live and take care of John and the others.

How hard it was for me to hear Jesus say, “Mother, behold your son.” Jesus was my only son. I wanted him and only him. I didn't want him to die and to have some other son replace him. I wanted my son to live, to grow old with me, not to die at an early age.

And what a waste! Pilate had sent the order, but the religious leaders of our people killed my son.

Yes, there was anger mixed with my tears and sadness. And perhaps it was the anger that moved me out of the despair of wanting to die. It enabled me to say, “Yes, my son. You will die. I must stand here and watch. And I will do as you ask. I will be mother to John, and to the others. It is your last request to me. And it was so hard for you to get the breath to say it.”

More new work for me to do. I felt too old to start something new again, and I didn't know what that work would be. I realized I was waiting again. I prayed, “O, my God, you would think I would have learned to wait by this time. I do it better now than years ago, but it is still so hard.”

As I was thinking this, I heard him say, “It is finished.”

(This reading comes from a longer reading titled “Behold Your Son,” in *Mary Remembers: Cherished Memories of Jesus*, by Velma McDonough [Mystic, CT: Twenty-Third Publications, 1987], pages 55–56. Copyright © 1987, by Velma McDonough. Used with permission of Twenty-Third Publications.)



## Planning a Marian Prayer Service

**Call to Worship** A call to worship is like an introduction to a prayer service. The leaders must introduce the reason why people are gathering to pray. Write a paragraph that answers these questions.

- Why are we honoring Mary?
- What is special about her?

**Opening Prayer** An opening prayer helps the people to gather themselves and to focus on the intent of the prayer service. In this case, the opening prayer will invite people to slow down the pace of the day and focus on Mary. After brainstorming several ideas, write down several sentences that ask God to calm us and to reflect on Mary.

**First Reading** The first reading will relate to the focus of the prayer service. In this case the students will copy the words of the passage from Sacred Scripture found in Luke 1:26–38. The group should also write a short homily (one paragraph) about the importance of the Annunciation. (Trust is a concern for people today and an important aspect of the reading.)

**Psalm or Reflection** This part of the prayer service comes from the Book of Psalms or can be another type of reflection related in this case to Mary. You may want to read Luke 1:46–55, Mary's *Magnificat*, or play a song about Mary.

**Second Reading** The second reading will also relate to the focus of the prayer service. Copy the words of the passage from Scripture found in Luke 2:4–7, 15–19, and then write a short homily (one paragraph) on the birth of our Lord, reflecting on the simple events surrounding this humble birth.

**Gospel** The Gospel reading always comes from the books of Matthew, Mark, Luke, or John. For this prayer service, copy John 2:1–11, the account of the wedding feast at Cana, and write a short homily focusing on the way Mary was concerned with the needs of others.

**Prayer of the Faithful** In this part of the prayer service, we lift up the prayers of the people gathered. Write prayer intentions for the following needs.

- Church leaders
- world leaders and issues
- the poor, suffering, and oppressed
- the school and parish community

Instead of the traditional response of “Lord, hear our prayer,” you may choose to create a response such as “Mary, full of grace, pray for us.”

**Closing Prayer** In the closing prayer, the leader helps us to conclude our prayer time and sends us out into the world to live as better followers of Jesus. Brainstorm together the most important concepts of the prayer service and ways that they can translate into everyday life. Then compose a short prayer of several sentences that reflects these ideas. In this case the prayer might speak of Mary's discipleship and ask her help to live like her.



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# Chapter 14

## John the Baptist

### Preparing to Teach

#### Overview

John the Baptist's strong relationship with Jesus and his purpose in life kept him focused on his mission to "make a straight path for the Lord to travel!" John is a good role model for young people who find it difficult to stay focused on important things in their own lives.

John the Baptist set himself apart from others by his dress and his countercultural attitude. Young adolescents are at a stage in their lives when they are searching for identity. Some young adolescents can identify with John's choices in being different from others in dress and attitude. It is important to help them understand that being different is fine as long as one's life is centered on God. This affirmation can ease the burden they might experience from being negatively labeled by their peers.

John the Baptist spoke the truth even though he was imprisoned for it and eventually put to death. Young adolescents need to be encouraged to stand up for what is honest and righteous. They can achieve this courage by building a relationship with the Holy Spirit, who offers numerous gifts that empower. You might ask the young people to share experiences they have had of courage and telling the truth.

Although John the Baptist might have been tempted to brag and become pompous due to his notoriety, he remained humble. The young people will at times receive well-deserved accolades due to winning sports awards, academic honors, and various talent contests. Yet, they need to be reminded that there is greatness in humility—in accepting the truth about themselves, yet not yielding to boasting or arrogance. You may want to discuss their feelings about winning, losing, competition, and popularity.

## This Chapter at a Glance

### Activities

- John the Baptist Bible Search
- John the Baptist in the Desert
- John the Baptist's Message of Repentance

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### Scripture Passages Related to John the Baptist

- Luke 1:5–25 (The announcement of John's birth)
- Luke 1:57–66 (The birth of John the Baptist)
- Luke 1:67–80 (Zechariah's prophecy)
- John 1:29–34 (John calls Jesus "the Lamb of God.")
- John 3:22–30 (John's relationship to Jesus)
- John 1:35–43 (John directs his disciples to Jesus.)
- Matthew 3:1–12, Mark 1:1–8, Luke 3:1–18, John 1:19–28 (The preaching of John the Baptist)\*
- Matthew 3:13–17, Mark 1:9–11, Luke 3:21–22 (The Baptism of Jesus)\*
- Matthew 11:1–19, Luke 7:18–35 (The messengers from John)\*
- Matthew 14:1–12, Mark 6:14–29, Luke 9:7–9 (The death of John)\*

Asterisk (\*) signifies key passages to cover.

## Chapter 14



### Articles from *Breakthrough!* Related to John the Baptist

- *Breakthrough!* Interview with John the Baptist
- Announcing God's Kingdom! (Matthew 3:1–12)
- The Blind Can See (Matthew 11:1–6)
- Foreshadowing (Matthew 14:1–12)
- Advent (Luke 3:1–18)
- It's Always Something (Luke 7:31–35)

### John the Baptist and Young Adolescents Today

- The parents of John the Baptist, Zechariah and Elizabeth, pray for a child and receive one. God also answers the prayers of young people.
- John's name is chosen in a surprising manner, very different from the customary way. Some young people can recount the unusual circumstances under which their names were chosen.

- John the Baptist was born of elderly parents. Some young adolescents have older parents or guardians that care for them.
- John lived in the desert and dressed differently from others. Certain young adolescents can relate to being different from their peers either in manner or dress.
- Although John the Baptist was different, he had a following (because many believed he was the Messiah). Young adolescents strive to be popular with their peers.
- John the Baptist was bold in his approach to preaching the truth. Young people can relate to times in their lives when they have had to take a stand, although difficult, for what is right.
- John the Baptist was a cousin to Jesus. Young people enjoy relationships with their relatives (especially cousins who are close in age).
- Although John the Baptist was popular in his day, he gave all the glory to Jesus. Some young people may have experienced situations in their lives when they have had to relinquish attention to siblings or friends who achieved recognition for an outstanding performance or a given talent.
- King Herod had John killed because of the pressure he felt from his guests. Young adolescents experience peer pressure that at times leads to inappropriate behavior.

## Activities

### John the Baptist Bible Search

In this activity, the students will research the facts behind the birth of John the Baptist.

#### Preparation

- ❑ Distribute the handouts. Begin the study of John the Baptist by researching the facts behind his birth using the handout.



1. Make copies of the handout “Bible Search” (Document #: TX003032), one for each student.
2. When the students have completed the handout, use these answers to help assess their search:
 

1. priestly	6. Gabriel	11. Speak
2. children	7. Son	12. Fear
3. old	8. Holy Spirit	13. “What is this
4. burn incense	9. Speak	child going to
5. angel	10. John	be?”



*Note:* If the students are using the activity booklet, the puzzle “John the Baptist,” on page 37, will reinforce the information found in the handout “Bible Search.” See appendix 3 of this guide for the solution to the puzzle.

## John the Baptist in the Desert

In this activity, the students will identify the desert as a special place for John the Baptist to communicate with God. They will then come to either discover or identify their own special place to find God and communicate with him.

1. Allow the students quiet time to read about John the Baptist’s preaching in the desert. Refer them to Matthew 3:1–12, Mark 1:1–8, Luke 3:1–18, and John 1:19–28.
2. Discuss the readings with the students.
3. Have the students write about or draw a place they like to go to communicate with God. If they are writing about a special place, encourage them to use descriptive language along with an expression of feelings. If they are drawing their special place, encourage them to include as many details about the place as possible.
4. Invite the students to talk about places where they can communicate with God, as they are comfortable. Conclude the discussion by reminding them that a church building is not the only place one can feel close to God.

## John the Baptist’s Message of Repentance

In this activity, the students will identify John’s message of repentance and will create a relevant message for today’s young generation.

### Preparation

- Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and pens or pencils, one of each for each student.
- Make copies of the handout “A Message of Repentance” (Document #: TX003033), one for each student.

1. Read Matthew 3:2, Mark 1:4, and Luke 3:10–14 aloud to the class.
2. Discuss the temptations the students have in their lives right now. If they are reluctant to share, invite them to think about the following questions quietly for a minute:
  - ▶ Where do you find you are continually making the same bad choices (cheating, lying, stealing)?
  - ▶ Where do you have areas of weakness?
3. Distribute the Bibles, handouts, and pens or pencils. Have the students create a contemporary message of repentance on the skateboard deck provided. Post their completed handouts on the wall.
4. Discuss the messages they have written, inviting the students to share their reactions to the statements on the wall.



## Bible Search

Fill in the blanks by referring to Luke 1:5–25,57–66.

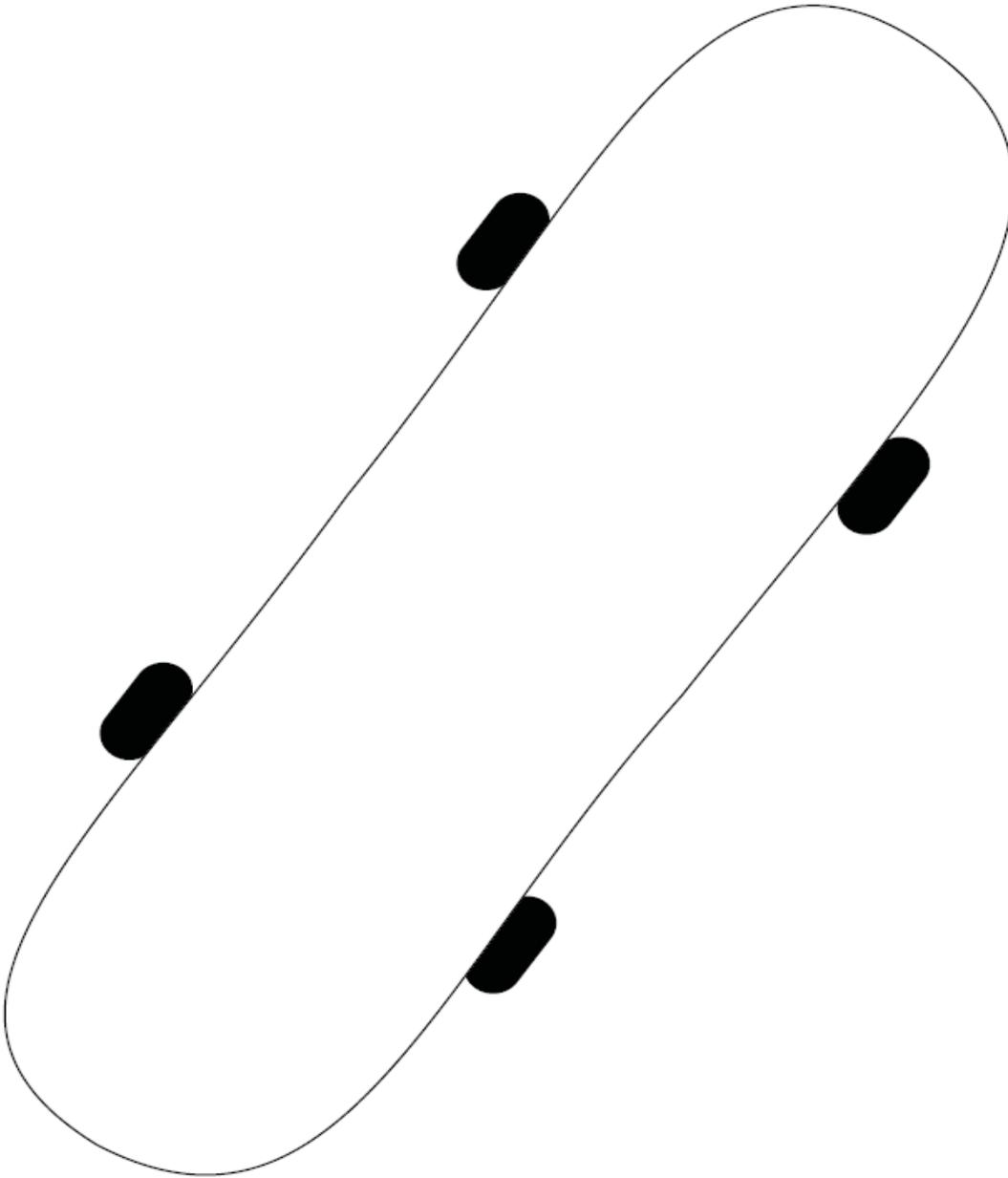
Elizabeth and Zechariah were husband and wife. They were both from \_\_\_\_\_ families. Elizabeth could not have \_\_\_\_\_, and both were very \_\_\_\_\_.

Zechariah's job as a priest was to \_\_\_\_\_ at the altar. An \_\_\_\_\_ named \_\_\_\_\_ appeared to him standing at the right side of the altar with an important message. Elizabeth will bear a \_\_\_\_\_ who would be filled with the \_\_\_\_\_ from birth.

Because Zechariah didn't believe the message, he was unable to \_\_\_\_\_. The baby was named \_\_\_\_\_. At the moment Zechariah wrote the child's name on a writing pad, he was able to \_\_\_\_\_ again. The neighbors present were filled with \_\_\_\_\_. Everyone who heard the news of this birth asked \_\_\_\_\_?



## **A Message of Repentance**



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# Chapter 15

## Peter

### Preparing to Teach

#### Overview

A homilist once called Peter a “spiritual yo-yo.” He asks to walk on water; he sinks as his faith fails. He pledges never to betray Jesus; he denies him three times. He asks Jesus not to wash his feet; then he wants his whole body to be washed. Although Jesus calls him “the rock,” he is a very human rock, the type of person upon whom a Church can be built.

The young adolescent experiences life very intensely. Very up and enthusiastic one day, a young adolescent could be the bluest blue the next day. Brimming with self-confidence on Monday, a young adolescent could be highly critical of himself or herself on Tuesday. Peter is a good apostle for young adolescents not only because his energy resembles theirs but also because we can read enough about him to see him grow and change, first while Jesus is alive and then again after his Resurrection. Young adolescents can express a beautiful eagerness about their faith, one that should be affirmed and encouraged by adults. As they grow in faith, however, they will balance their enthusiasm with the adult responsibilities of faith seen in Peter in the early Church.

Peter is the type of apostle who can give us great hope. Jesus looks at his great faith rather than his human shortcomings and gives him chance after chance. It is easier for us to be faithful if we believe that God has his eye on our goodness rather than our failings.

#### This Chapter at a Glance

##### Activities

- Wanted: Leader of New Christian Movement
  - Peter Declares His Faith
  - The Papal Coat of Arms
- 
-

## Scripture Passages Related to Peter

- John 1:35–42 (Call to be a disciple)\*
- Matthew 16:13–20 (Peter names Jesus the Messiah.)\*
- 2 Peter 1:16–21 (The Transfiguration)
- Matthew 26:69–75 (Peter denies Jesus.)\*
- John 21:15–19 (Jesus talks with Peter after the Resurrection.)\*
- Acts of the Apostles 2:14–42 (Peter’s message about Jesus)\*
- Acts of the Apostles 3:1–10 (Peter heals lame beggar.)
- Acts of the Apostles 4:1–22 (Peter and John before the council)
- Acts of the Apostles 10:34–48 (The Gentiles receive the Holy Spirit.)\*
- Acts of the Apostles 12:6–18 (God frees Peter from prison.)
- 1 Peter, chapters 1–5 (Encouraging letter addressed to Christians in northern Asia Minor)
- 2 Peter, chapters 1–3 (Letter addressing false teachers)

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Peter

- *Breakthrough!* Interview with Peter
- Jesus Rules! (Matthew 14:22–33)
- Peter the Rock (Matthew 16:13–20)
- Forgive, Forgive, Then Forgive Again! (Matthew 18:21–35)
- What’s Your Answer? (Mark 8:27–30)
- Dazzled by Glory (Mark 9:2–8)
- I Messed Up Again, Jesus (Mark 14:32–72)
- What’s Your Name? (John 1:42)
- Apostolic Succession (John 21:15–19)
- You Can’t Buy Miracles (Acts 8:9–25)
- The Power of Prayer (Acts 12:1–19)
- Introduction to the First Letter of Peter
- Introduction to the Second Letter of Peter



## Peter and Young Adolescents Today

- Jesus calls Peter to be a disciple. Jesus calls every Christian to be a witness to her or his faith.

- Jesus asks Peter to declare his loyalty and faithfulness to him. Jesus asks the same of us.
- Peter has an impulsive nature. Young adolescents can identify with Peter’s tendency to act prior to thoughtful reflection and reasoning.
- Peter is an eager apostle. Many young adolescents are also eager and enthusiastic.
- Peter betrays Jesus when he denies knowing Jesus three times. Young people have occasions in their lives when their loyalty to friends is tested.
- Jesus calls Peter to a leadership role. Young people are called to various positions of leadership such as student council or peer mediation.
- In the beginning of their relationship, Peter has difficulty trusting Jesus. Learning to trust Jesus requires great faith. Young adolescents can find this to be a challenging aspect to their spiritual development.
- Peter is strong-willed. Young adolescents are experiencing life between childhood and adulthood. They will sometimes be willful at this stage in their lives.
- On Pentecost the Holy Spirit descended upon the Apostles. Some young people will soon share this experience on their day of Confirmation.

## Activities

### Wanted: Leader of New Christian Movement

#### Preparation

- Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
  - Bring in several employment ads from the local newspaper.
1. Distribute the Bibles and some of the employment advertisements that you have brought in. Discuss some of the psychology of advertising, such as what is included in each ad and how each is written to attract applicants.
  2. Divide the key passages listed in the “Passages from Sacred Scripture Related to Peter” section of this chapter among the students.
  3. Tell the students that they will each be writing an employment ad for the local paper advertising for a leader of a new Christian movement.

Remind them that their ads must include a listing of the qualifications the applicants should have for the position, suggested present and past work experience, and salary specifications. They should write the ads as if they are looking for an applicant that would fit Peter's profile. Each student should emphasize the qualities that Peter demonstrates in his or her assigned passage.

4. Invite the students to share their ads and how their ads were influenced by their assigned accounts. Consider making one single advertisement as a class that captures the main qualities Peter displays in the different entries.
5. After finishing the assignment, you may want to extend the activity by having the students write a résumé for Peter assuming he is applying for the position. Include Peter's past work experience, his education, his positive qualities, and his personal experiences with Jesus.

*Note:* If the students are using the activity booklet, they can work on the puzzle "Peter," on page 39. This puzzle provides an overview of events in Peter's life and work. See appendix 3 of this guide for the solution to the puzzle.



## Peter Declares His Faith

In this activity, the students will use Matthew 16:13–20 to write a short script that highlights Peter's profession of faith.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.

1. Distribute the Bibles, sheets of paper, and pens or pencils, and have the students read Matthew 16:13–20 quietly to themselves. Then divide the class into groups of four.
2. Tell the students that their groups are to write a script involving Jesus, two disciples, and Peter that is based on this passage. They are to use the actual words found in the verses to develop the lines for the script. They should also include acting gestures and movement in parentheses.
3. When the students have finished the assignment, invite the groups to act out their scripts.

4. Have the students compare and contrast the skits. Ask, “What stands out for you in this passage?” Discuss their insights. Conclude with an in-class or homework assignment in which you have the students write a paragraph or two answering the same question Jesus asked Peter: Who do you say I am? Ask them also to use nouns that would describe the role that Jesus plays in their lives. (Some examples might be savior, friend, physician, teacher, healer, comforter, brother, and so on).

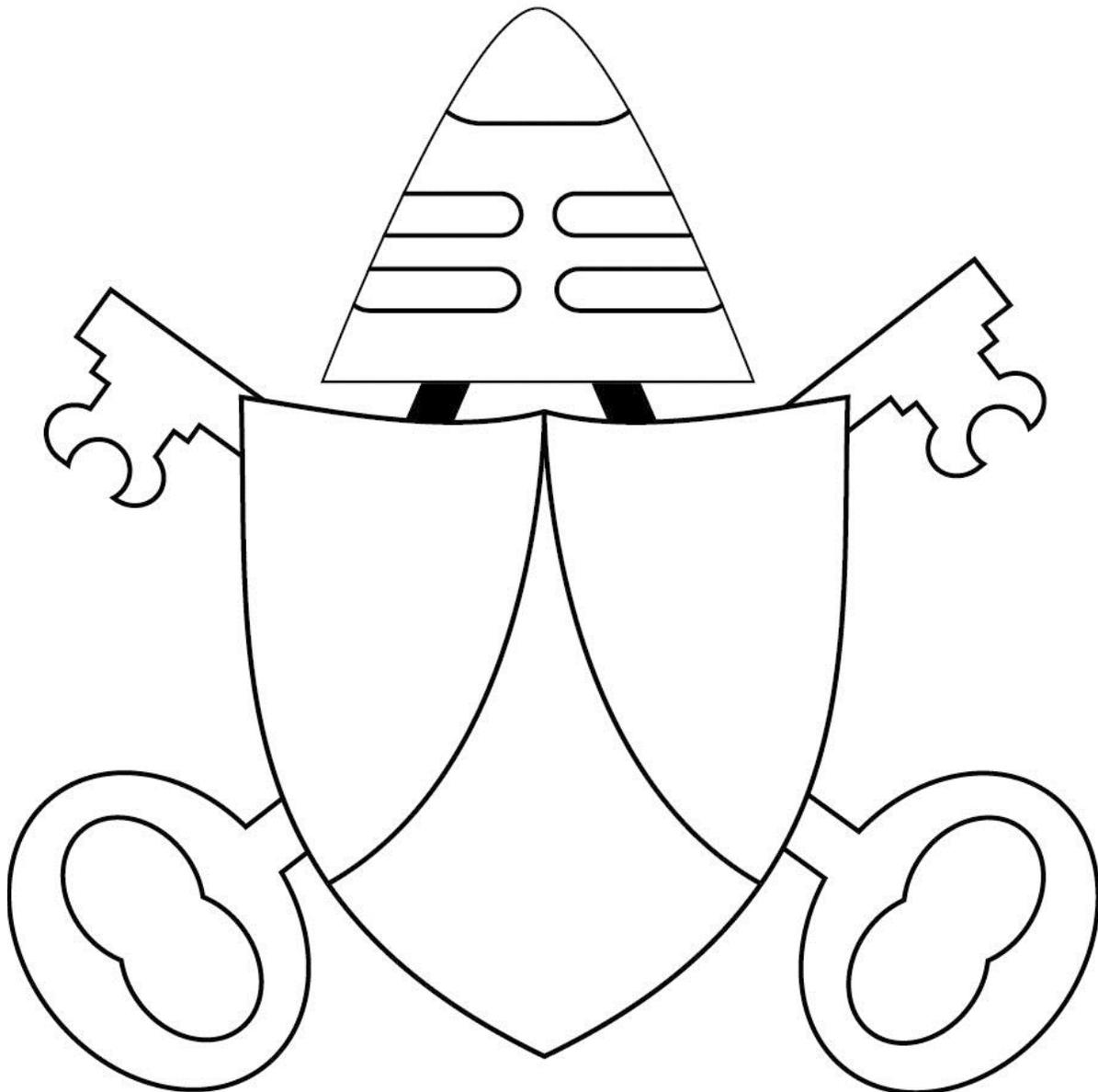
## The Papal Coat of Arms

This activity highlights Peter’s role as first Pope by using artistic expression in designing a coat of arms for Peter.

### Preparation

- ❑ Make copies of the handout “Peter and the Papal Coat of Arms,” (Document #: TX003034), one for each student.
  - ❑ Bring in several papal coats of arms, if possible. The Vatican Web site offers some helpful background about these that can be found by doing a search for “coat of arms.”
1. Tell the students that for the past eight centuries, popes have had their own personal coat of arms, with each papal shield being unique. Symbols are chosen to represent important aspects of the Pope’s life. If you have any examples to share, pass them around or display them in a visible place.
  2.  Distribute the handouts, and have the students use them to design a coat of arms for Peter using information they have gained by reading the Scripture passages about his life. Explain that the shield on the handout is divided into three sections, with each section using a different symbol.
  3. When the students have finished their artwork, you may want to have them discuss why they chose certain symbols. Hang the artwork for display.

## **Peter and the Papal Coat of Arms**



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# Chapter 16

## Mary Magdalene

### Preparing to Teach

#### Overview

Of Jesus' disciples, Mary Magdalene holds a special importance because she is the one who first spreads the wonderful news of his Resurrection.

In Scripture we read that Jesus heals Mary Magdalene of seven demons. Unfortunately, many artists have traditionally focused on this negative sinful state. Although Scripture portrays Mary Magdalene as a faithful follower and a "repentant believer," the emphasis on Mary as "sinner" can overshadow her role in the Gospels. Ironically, only one Evangelist mentions the demonic possession and healing, and yet all four Evangelists tell of the Risen Christ appearing to Mary.

Learning about Mary Magdalene can help the students see that a personal relationship with Jesus can change lives. First, Mary is someone whom Jesus heals, and she also becomes one of his most significant disciples, willing to stand by him at the cross and be with him even in death at the tomb.

Young adolescents may want to take note that Mary Magdalene is at first someone in need of Jesus' healing touch. Not all disciples come to Jesus whole and ready to follow! It is her conversion experience that leads her to be such a faithful follower. Young people should know that it is okay that they go to Jesus with their needs and that, to be followers of Jesus, they are not expected to be anyone other than who they are.

### This Chapter at a Glance

#### Activities

- Interviewing Mary Magdalene
  - At the Foot of the Cross
  - Apostle of the Resurrection
- 
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## Scripture Passages Related to Mary Magdalene

- Luke 8:1–3 (Women who accompanied Jesus)\*
- Matthew 27:45–56, Mark 15:33–41, John 19:16–27 (Mary Magdalene is present at the death of Jesus.)\*
- Matthew 27:57–61, Mark 15:42–47 (Mary Magdalene is present at the burial of Jesus.)\*
- Matthew 28:1–10, Mark 16:1–8, Luke 24:1–12, John 20:1–10 (Mary Magdalene visits the tomb of Jesus.)\*
- Mark 16:9–11, John 20:11–18 (Jesus appears to Mary Magdalene.)\*

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Mary Magdalene

- *Breakthrough!* Interview with Mary Magdalene
- A Model Friend (Mark 16:1–11)



## Mary Magdalene and Young Adolescents Today

- Mary Magdalene is perceived to be a sinner. Sin is a weakness in the human condition that we all share.
- Many people throughout Christian history have portrayed Mary Magdalene in her sinful state rather than as a devoted disciple. The media often portrays young people as troublemakers rather than focusing on their positive qualities.
- Mary Magdalene is a courageous and devoted follower of Jesus. She follows him on the road to Calvary and stands at the foot of the cross. Young adolescents at times need to be courageous to stand by friends or family in unjust situations.
- Jesus reveals himself to Mary after the Resurrection. Though young people may not receive such a personal revelation, they too experience God's power and grace.

Chapter 16

## Activities

### Interviewing Mary Magdalene

In this activity, the students will put themselves in the place of Mary Magdalene in an interview, answering questions about her experiences with Jesus. Although *Breakthrough! The Bible for Young Catholics* also offers



an interview with Mary, the following activity invites the students to explore Mary's experiences at a deeper level.

## Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- ❑ Make copies of the handout "An Interview with Mary Magdalene" (Document #: TX003035), one for each student.



1. Distribute the Bibles and handouts to the students, and have them read the Scripture passages on the handout to themselves. Then ask them to answer the questions with accuracy regarding the biblical text but with some imagination to flesh out missing pieces in the story.
2. When the students have had sufficient time to work on the handout, ask for two or more volunteers to present their interviews to the class. Invite other students to share how they imagined that Mary Magdalene experienced some of the events.
3. Conclude the activity by asking the class the following questions:
  - ▶ When you first learned that we were studying about Mary Magdalene, did you have an image of who she was?
  - ▶ After exploring the Scripture passages pertaining to Mary Magdalene, has your image or impression of her changed? If so, how?



The activity on the handout "An Interview with Mary Magdalene" will bring these events into a more personal perspective.



*Note:* If the students are using the activity booklet, the puzzle "Mary Magdalene," on page 41, provides a short Bible study of Mary Magdalene's life and her connection to Jesus. See appendix 3 of this guide for the solution to the puzzle.

*Variation:* Because of Christians' emphasis on Mary Magdalene the sinner, invite a conversation about the power of the media to affect the way their audience sees people. Ask, "Does the media tend to portray young people as 'sinners' more than it shows the goodness of teens?"

## At the Foot of the Cross

In this activity, the students will reflect on the kind of courage that Mary Magdalene shows at the foot of the cross.

1. Read the following Scripture quote to the students: "Standing close to Jesus' cross were his mother, his mother's sister, Mary the wife of Clopas, and Mary Magdalene" (John 19:25).

2. Emphasize that Mary Magdalene displays extreme courage, empathy, and loyalty as she watches Jesus being put to death. Give the students this in-class assignment:
  - ▶ Write about someone you know personally or have learned about that has displayed the same type of courage that Mary Magdalene does at the foot of Jesus' cross. Cite specific reasons why you have chosen to write about this person. In other words, tell that person's story of courage, empathy, and loyalty.

## Apostle of the Resurrection

By comparing Mary Magdalene to one of the Apostles, the students will decide if her title Apostle of the Resurrection is valid.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- ❑ Make copies of the handout "Mary Magdalene: Apostle of the Resurrection?" (Document #: TX003036), one for each student.

1. Read John 20:11–18 to the students.
2. Tell the students that some consider Mary Magdalene the "Apostle of the Resurrection." The *Catechism of the Catholic Church* defines *apostle* in this way: "Apostle is a term meaning one who is *sent* as Jesus was sent by the Father, and as he sent his chosen disciples to preach the Gospel to the whole world. He called the Twelve to become his Apostles, chosen witnesses of his Resurrection and the foundation on which the Church is built" (857).
3. Distribute the Bibles and the handouts to the students, and go over the directions. Give the essay as a homework assignment.
4. In a following class period, discuss what the students have written about Mary Magdalene and the second Apostle. Have students share their comparisons in class. Conclude by bringing the activity to the present time and ask the following question:
  - ▶ Although we were not eyewitnesses to Jesus' ministry, is there a way we could be considered apostles of the Resurrection?



## **An Interview with Mary Magdalene**

Read the following Scripture passages and then answer the interview questions as if you were Mary Magdalene.

- Luke 8:1–3
- Matthew 27:45–56
- Mark 15:42–47
- John 20:1–18

What was it like to be a close friend of Jesus?

There is talk that Jesus drove seven demons from you. Tell us about it.

Were you present at the Crucifixion? What went on?

You were the first person to see the Risen Lord. Is that true? Give us the details.



## Mary Magdalene: Apostle of the Resurrection?

Write a short essay comparing Mary Magdalene to one of the Apostles. Support any comparison you make with a Gospel and verses about the Apostle.

The *Catechism of the Catholic Church* defines *apostle* in this way: "Apostle is a term meaning one who is *sent* as Jesus was sent by the Father, and as he sent his chosen disciples to preach the Gospel to the whole world. He called the Twelve to become his Apostles, chosen witnesses of his Resurrection and the foundation on which the Church is built" (857).

Consider these topics for both Mary Magdalene and the Apostle:

- How is this person an Apostle of Jesus? (Provide the book and verses that support this for both Mary Magdalene and the other Apostle.)
- Name a miracle of Jesus that Mary and the other Apostle either witnesses or experiences.
- What effect does Jesus have on this person's life? Is there a change in attitude, a life-altering experience?
- Is this person present during most of Jesus' ministry? What significant events does he or she witness?
- Is this person devoted to Jesus?

After doing this initial work, conclude your essay by answering this question:

- Is the title Apostle of the Resurrection an appropriate one for Mary Magdalene? Why or why not?



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# Chapter 17

## Mary and Martha

### Preparing to Teach

#### Overview

“Jesus loved Martha and her sister and Lazarus” (John 11:5). These words show us the relationship Jesus has with Martha and Mary as well as with their brother, Lazarus. Although very different from one another in personality, Martha and Mary both love Jesus very much. Martha expresses her love through the hospitality of a meal. Mary expresses her love by paying careful attention to Jesus. Young people may be learning that some friends appreciate having things *done for* them while other friends just want to *be with* them.

Jesus’ message to Martha helps us keep our priorities in check. We are reminded that if our spiritual life is not in order, we will not be effective in carrying out our Christian responsibilities to love and serve one another. Though it is cooking that distracts Martha from the company of Jesus, it may be work, softball, or video games that can distract young people from spending time with Jesus.

Despite her busyness, Martha expresses great faith in Jesus when she meets him after her brother has died. “Yes, Lord!” she answers. “I do believe that you are the Messiah, the Son of God, who was to come into the world” (John 11:27).

Close to the time of Jesus’ death, both Mary and Martha are with Jesus, Lazarus, and some disciples. Martha serves the meal while Mary perfumes and wipes Jesus’ feet. Both of these sisters actively serve and love Jesus. Young people can see that Christians can love God in their own unique ways.

### This Chapter at a Glance

#### Activities

- Mary or Martha?
  - A Party with Jesus
- 
-

## Scripture Passages Related to Mary and Martha

- Luke 10:38–42 (Jesus visits with Mary and Martha.)\*
- John 11:1–44 (Lazarus dies and is brought back to life.)\*
- John 12:1–8 (Jesus is anointed at Bethany.)\*

Asterisk (\*) signifies key passages to cover.

## Mary and Martha and Young Adolescents Today

- Certain young people can relate to the character of Martha, who is a “doer,” a person who is willing to get her hands dirty when a job needs to be done. Other young adolescents can relate to the character of Mary, who is more reflective, one who is focused on the “bigger picture” and not the here and now.
- Jesus knew that Martha was “worried and troubled over so many things” (Luke 10:41). Young adolescents also carry much stress. Jesus asks Martha to focus on him instead. Young people need to do so as well.
- Mary is drawn toward spiritual matters more than practical ones. Martha does not understand her. Young adolescents who are quieter than their peers can relate to this interior focus and to the lack of understanding in others.
- Martha and Mary are very close to and protective of their brother, Lazarus. Siblings share these same family dynamics.
- Martha and Mary welcome people into their home. Young people enjoy having friends over.

## Activities

### Mary or Martha?

In this activity, the students will use Sacred Scripture to identify characteristics and events that pertain to either Martha or Mary.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- ❑ Make copies of the handout “Is This Mary or Martha?” (Document #: TX003037), one for each student.

1. Distribute the Bibles, and list the following Scripture passages on the board: Luke 10:38–42; John 11:1–44, 12:1–8.
2. Tell the students to read quietly through the Scripture passages to prepare for the handout on Mary and Martha.
-  3. When the students have finished reading about Mary and Martha, distribute the handouts. Have them answer the questions from memory.
4. Conclude by having the students check their own answers for accuracy. Ask the students to write in the margin next to each question the biblical citation that indicates where the answer can be found.
5. Ask the students to orally summarize what they think about each character's personality.
  - ▶ What are the differences between Mary and Martha?
  - ▶ Is there a Mary and Martha in each of us?



The activity on the handout “Is This Mary or Martha?” requires the students to make distinctions between the two sisters.



*Note:* If the students are using the activity booklet, they can work on the puzzle “Mary and Martha,” on page 43. This puzzle requires reading about Mary and Martha from two Gospel accounts. See appendix 3 of this guide for the solution to the puzzle.

## A Party with Jesus

In this activity, the students will plan an evening get-together with Jesus.

### Preparation

- Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- Gather letter-size white or colored paper and markers, crayons, or colored pencils.

1. Distribute the Bibles, and ask the students to quietly reread Luke 10:38–42 and John 12:1–8.
2. When the students have had sufficient time to read the passages, distribute the art materials and explain the activity:
  - ▶ Design an invitation to a dinner party that Martha and Mary will host. The invitation should have a theme such as “Meet Jesus,” or “Learn Scripture from the Master.” Be creative and

original, yet base your theme on the Scripture passages you have just read. The design of the invitation should reflect the theme of the party.

- ▶ Include the following information:
  - Who is invited
  - Where it is being held (Martha and Mary's house in Bethany)
  - When it is being held
  - You may want to add other information, such as whether to bring a dish to share or if there is going to be any entertainment.
  
- 3. Allow sufficient time for the students to complete their invitations. Ask the students to share the ideas presented in the invitations. Discuss the hospitality that Martha and Mary display toward Jesus and others.
  - ▶ Take a minute to analyze your own level of hospitality toward others.
  - ▶ Do you exclude certain people when making social plans?
  - ▶ Are you and your friends involved in working for others whether through Church or on your own?
  
- 4. Conclude with a conversation about the relationship between hospitality and ministry in a Catholic parish or school. How might we ourselves make our institution a more hospitable place?

## Is This Mary or Martha?

Read each sentence, and decide if it describes Mary or Martha. Write your choice on the line that follows.

1. When Jesus comes to visit, she sits at his feet and listens to his teaching. \_\_\_\_\_
2. She is upset over all the work she has to do at home. \_\_\_\_\_
3. The Lord tells her that she is worried and troubled over many things.  
\_\_\_\_\_
4. Jesus says she has chosen the right way. \_\_\_\_\_
5. When she hears that Jesus is coming to see Lazarus, she goes out first to meet him. \_\_\_\_\_
6. When Jesus comes to see Martha and Mary about Lazarus's death, she first stays inside. \_\_\_\_\_
7. She says this to Jesus: "I do believe that you are the Messiah, the Son of God, who was to come into the world" (John 11:27). \_\_\_\_\_
8. She helps to serve dinner to Jesus when he arrives in Bethany six days before the Passover. \_\_\_\_\_
9. She takes a pint of very expensive perfume and pours it on Jesus' feet and wipes them with her hair. \_\_\_\_\_
10. When Jesus says to Judas Iscariot: "Leave her alone! Let her keep what she has for the day of my burial" (John 12:7), to whom was he referring? \_\_\_\_\_



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# Chapter 18

## James

### Preparing to Teach

#### Overview

Jesus gives James and his brother John the title Sons of Thunder. This title conjures up visions of men who can make things happen by their impressive presence. James, the fisherman, is one of the first disciples chosen to follow Jesus and become a “fisher of men.”

James is present at some significant events in Jesus’ life, including the Transfiguration. Young people can relate to having the opportunity to attend a brother or sister’s wedding, the Baptism of a younger sibling, or an event like a friend’s bat mitzvah.

Like James, Jesus chooses us to be his disciples. Feeling special, however, can sometimes lead to pompous behavior. For example, James and John ask Jesus if they can sit at his right and left hands in his Kingdom. Jesus replies that it is not up to him but to God to grant this request. Jesus calls us to serve one another, not to be served. This dialogue about discipleship between Jesus and James and John reminds us of what this role really means.

Young people see Christianity lived out in very different ways in their community, Church, and country. They probably have witnessed powerful Christian people as well as disciples who serve the poor in humble ways. They can see that James’s and John’s request is inconsistent with their experience of Jesus.

#### This Chapter at a Glance

##### Activity

- Son of Thunder

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#### Scripture Passages Related to James

- Matthew 4:18–22 (Jesus calls several fishermen.)\*
- Mark 5:35–43 (Healing the daughter of Jairus)

- Mark 10:35–45 (The request of James and John)\*
- Mark 14:32–42 (Jesus prays in Gethsemane.)\*
- Luke 9:28–36 (The Transfiguration)
- Luke 9:51–56 (Jesus rebukes James and John.)

Asterisk (\*) signifies key passages to cover.



## Articles from *Breakthrough!* Related to James

- *Breakthrough!* Interview with James
- Dazzled by Glory (Mark 9:2–8)
- Me First! (Mark 10:35–45)
- I Messed Up Again, Jesus (Mark 14:32–72)

## James and Young Adolescents Today

- Jesus calls James to bring the Gospel message to others. Jesus also calls us to the role of evangelization.
- James is “out of line” in asking to sit at the right hand of Jesus. When adolescents experience success without hard work and dedication, they can feel pompous, just as James did. Jesus reminds us that God our Father is in charge.
- In the garden at Gethsemane, Jesus asks his disciples to keep watch. James is among this group. Not one Apostle is able to meet his request. Young adolescents experience times when good friends let them down.
- James and John are ready to use retribution in dealing with a village in Samaria that rejects Jesus. Jesus does not let them; in fact, he rebukes them for suggesting it. Loyal friends will defend one another when threatened, but Jesus’ response will help the young people understand Jesus’ position on retaliation and violence.

## Activity

### Son of Thunder

This guided meditation uses both Scripture and imagery to lead the students through a process in which they personally will meet Jesus and the Apostle James. It is inspired by Matthew 4:18–22, Luke 9:28–36, and Mark 14:32–42.

## Preparation

- ❑ If there is a way to make your room more comfortable, do so. You might also want to take the students to another location for this exercise.
- ❑ Bring in instrumental music, if desired.
- ❑ Decide which sections of the meditation you want to use, or if you want to use all of them.

1. Have the students choose a comfortable position. Ask them to close their eyes. Play soft, instrumental music in the background to establish the mood. Read the following script slowly, pausing where indicated.

- ▶ Imagine you are walking along the beach, it is morning, and the sun is glistening on the horizon. . . . You have promised James and John that you will help them repair the worn nets they use for fishing. As you look in the distance, you see a third person standing beside their father, Zebedee. You squint to block the sun from your eyes, but you do not recognize this man's face. As you walk closer, you sense excitement in the air as James calls you by name. He introduces you to his new friend. James tells you he is leaving his father to follow Jesus. Then Jesus turns and asks you to join him. He tells you that along with James and John, you will be "fishers of men." Take a moment now to respond to Jesus. . . . I will give you a moment of quiet time so you can talk together. . . .
- ▶ It is now afternoon. Jesus has invited you on a hike along with Peter, James, and John. You are not sure where the hike will lead, but you like an adventure and you are sure this will be one. Life has not been the same for you since you decided to follow Jesus. As you ascend a high mountain, Jesus takes on an appearance that startles you. His face is shining like the sun, and his clothes are dazzling white. You see Moses and Elijah talking with Jesus. A voice from the cloud says, "This is my own dear Son, with whom I am pleased—listen to him!" (Matthew 17:5). You look at James, John, and Peter as they throw themselves down on the ground. You sense the fear in their hearts, and you understand the significance of this event. This Jesus is not just any man but the Son of God! You want to help your friends overcome their fear, so you lift them up and tell them this. . . .  
I will give you a moment of quiet time so you can talk with them.

- ▶ It is now evening in the garden at Gethsemane. You are with Peter, James, and John. Jesus asks you to keep watch because the high priests are looking to arrest him. You feel great sorrow as you sense the anguish in Jesus' face. The moon is out, but it seems much darker than it should be. As you wait for Jesus to return, you feel your eyes getting heavy. You can hardly stay awake. You notice that Peter, James, and John have fallen asleep. You think to yourself, How could they do this to Jesus? Upon returning, Jesus mentions to Peter how disappointed he is with you, that you couldn't stay awake for just one hour. You want to explain to Jesus how you really feel and what his friendship means to you, so you turn to him and say . . . I will give you a moment of quiet time so you can talk with Jesus.
- ▶ When you are ready, return to the present time and place. . . . Open your eyes and come back to the group.

When you have finished reading the meditation, have the students form pairs and walk together, sharing with each other what they thought and how they felt during the meditation.



*Note:* If the students are using the activity booklet, they can work on the word search “James,” on page 45. See appendix 3 of this guide for the solution to the puzzle.

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# Chapter 19

## John

### Preparing to Teach

#### Overview

What would it be like to be the closest friend of Jesus the Christ? According to Scripture and Scripture scholars, John is likely the “one whom Jesus loved.” Interestingly, John also shares characteristics with young adolescents. John’s youthful eagerness to please, combined with his (at times) awkward desire to “show off” a bit so as to be noticed, are signs of a growing passionate spirit we see in young adolescents. Like John, young adolescents all want to be picked, to be chosen, to be special to someone special. With this in mind, John’s experience can resonate with them.

Though the Apostle John initially shares many of the characteristics of a younger person, he really grows and matures as he spends time with Jesus. Jesus allows him to witness some important miracles. John is deeply moved by Jesus’ Last Supper, Passion, and death, even to the point of standing with Jesus’ mother, Mary, at the foot of the cross. He is one of the first Apostles to experience the Risen Jesus.

John’s faith is both simple and deep. His love for Jesus develops over time as does his own sense of leadership in the Church, as his mission with Peter demonstrates. Young people should know that it does take some time for a person to get to know Jesus. The Apostle John gives us some insight into that process.

#### This Chapter at a Glance

##### Activities

- John the Apostle Comic Strip
- John the Apostle Album
- A Relay Race to the Tomb

## Scripture Passages Related to John

- Matthew 4:18–22, Mark 1:16–20, Luke 5:1–11 (Jesus calls James and John, sons of Zebedee.)
- Matthew 17:1–13, Mark 9:2–13, Luke 9:28–36 (The Transfiguration)
- Matthew 26:36–48, Mark 14:32–42, Luke 22:39–46 (Gethsemane)
- Luke 9:51–55 (Jesus scolds John.)
- John 21:1–24 (Jesus appears to the seven disciples.)

It has been customary to identify John with the “Beloved Disciple” in the Gospel of John. Several of these Scripture references are included as well:

- John 13:23–29 (“The one whom Jesus loved” during the Last Supper)
- John 19:25–27 (Jesus entrusts Mary to “the one he loved.”)

Also included are a couple references to John outside the Gospel:

- Acts of the Apostles 4:1–22 (With Peter, John is arrested and brought before Jewish leaders.)
- Galatians 2:9 (John is one of the leaders in Jerusalem.)



## Articles from *Breakthrough!* Related to John

- *Breakthrough!* Interview with John
- Dazzled by Glory (Mark 9:2–8)
- Me First! (Mark 10:35–45)
- I Messed Up Again, Jesus (Mark 14:32–72)
- Introduction to the Book of John
- You Can’t Buy Miracles (Acts 8:9–25)
- Introduction to the First, Second, and Third Letters of John

## John and Young Adolescents Today

- John is the younger brother to James in the Zebedee family and one of the youngest Apostles. The young person’s place in the family affects his or her experience of family.
- John is with Jesus at some of the highest points of Jesus’ mission and at some of his lowest points. Young adolescents share peak experiences and difficult moments with family and friends as well.

- John develops a deep friendship with Jesus and Peter, both older than he. Young adolescents are developing relationships with older students and adults.
- John travels with Jesus and Peter to encounter different kinds of people. Young adolescents are beginning to notice the variety of people in the world.
- John works alongside his brother and father. Young people have family projects or interests shared with their families.
- John is willing to step out in faith and work with others on the mission with Jesus. Young people have been part of teams and know what it takes to make a project work.
- Many scholars believe that the Apostle John is the same person as “the one whom Jesus loved” (John 13:22). Young adolescents value “best” friends but are still learning what it means to be a friend. Exploring the friendship between Jesus and John can shed light on the young people’s current friendships as well as on their relationship with Jesus.

## Activities

### John the Apostle Comic Strip

In this activity, the students will learn about the accounts of John the Apostle through creating comic strips and sharing them with one another.

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each young person, and markers or crayons for each student.
- ❑ Review the activity “The Comic-Strip Approach,” on page 190 in appendix 2, “Tools for Teaching.”
- ❑ Make copies of the handout “The Comics” (Document #: TX003044), in appendix 2, two or three for each student.
- ❑ Choose enough accounts from John’s life so that his story line is complete and there is some variety of accounts among the students. Consider choosing the accounts listed in the section “Scripture Passages Related to John.”



1. Distribute the Bibles, handouts, and markers or crayons to the students.
2. After giving the students a general introduction to the Apostle John, assign your chosen passages to the students. Ask them to read their accounts quietly to themselves first. Walk around, and answer any questions about the stories that they have.
3. From this point forward, follow the directions in “The Comic-Strip Approach” for the rest of the activity.



*Note:* If the students are using the activity booklet, they can work on the puzzle “John,” on page 47. This puzzle highlights the relationship between John the Apostle and Jesus. See appendix 3 of this guide for the solution to the puzzle.

## John the Apostle Album

In this activity, the students will create an album cover and will select songs for an album that reflects the Apostle John’s life-story and growth in faith.

### Preparation

- If the students are not very familiar with John the Apostle, select some or all of the accounts in the section “Scripture Passages Related to John” to read with the students. This activity is best done when the students are familiar with the Gospel accounts.



- Have markers and crayons on hand. The squares on the handout “The Comics” also work well for the front and back of an album. Otherwise, provide paper.
- You may want to have some album covers on hand so that the students can get ideas for their designs.

1. Ask the students to create an album cover to describe John’s life of faith. Tell the students to include the following items:
  - the title of the album
  - twelve modern songs that describe the key events in his faith life
  - the design for the cover

2. After the students have finished their designs, give them time to share their ideas. Consider voting on a “top ten” list from the songs suggested. Ask, “How would you describe John the Apostle after thinking more about his life and faith journey?”

*Variation:* You can also ask the students to create an album cover for themselves with a title and songs to represent their faith lives. You can then ask the students to compare their own album cover with John’s.

## A Relay Race to the Tomb

In this activity, the students will participate in a biblical relay race and will use this image of a relay to discuss the nature of teamwork.

### Preparation

- ❑ Find a place where you can hold a relay race for your class. If this will be in the classroom, desks should be moved out of the way. This would best be undertaken outside, in a gymnasium, or in an auditorium. Put two desks covered with cloths 5 to 10 feet apart. Place a start line to correspond with each desk about 20 or 30 feet away from the desk.
1. Read aloud John 20:2–10, the account of Peter and John running to the tomb of the resurrected Jesus. Highlight that when Peter and John ran to the tomb, John waited for Peter to enter the grave first. They both see the shroud material folded up and then run back to tell others.
  2. Create two teams, each with an even number of students. (Prepare to join in if necessary.) Explain that the class will reenact this story through a relay race. Ask each team to arrange themselves into pairs to represent “Peter and John.” When you say “go,” a pair from each team must run up to the desk (which represents the tomb), kneel down and look under the cloth, and then run back to tag the next pair, who will do the same thing. The team whose last pair comes back first is the winning team.
  3. After the race, create parallels between the race, John the Apostle, and the students’ lives.
    - ▶ You may have run fast for the sake of your team or because you did not want to appear slow, but imagine that you were running because your best friend, who you thought had died, was really alive! Imagine how fast you could run then.

- ▶ How do the Apostles resemble a team?
- ▶ How do disciples working together share a team element?
- ▶ What can your experiences of good and bad teamwork teach you about what it means to be a Christian?

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# Chapter 20

## Thomas

### Preparing to Teach

#### Overview

Thomas the Apostle is often called “doubting Thomas” because of his skeptical response to the news of Jesus’ Resurrection. But Thomas also shows great faith. When he encounters the Risen Jesus, he declares, “My Lord and my God” (John 20:28).

But who was Thomas? His name appears in each of the different Gospels’ lists of the Apostles, but it is only in John’s Gospel that we learn something about Thomas. We hear him declare a loyalty to Jesus unto death (see 11:16), pose a question at the Last Supper regarding where Jesus is ultimately going with his life (see 14:5), and profess doubt that Jesus has risen (see 20:24–25). With Jesus’ help, Thomas’s faith is renewed in the presence of the glorified Christ (see 20:26–28). What can we take from such a slim biography to apply to a young adolescent? Perhaps a clue can be drawn from the meaning of Thomas’s name.

Thomas’s name, we are reminded several times in John’s Gospel, means “twin.” Although we do not have any information about Thomas having a biological twin, he appears to have two sides to him. Thomas is filled at times with eagerness, but at other times he is skeptical. He resembles an adolescent who at one moment is thoroughly energized by the possibilities of a developing faith life but in the next is completely disengaged from it. Thomas’s dual attitudes toward faith may resonate with not only our young people’s faith lives but our own faith lives as well.

### This Chapter at a Glance

#### Activities

- Seeing Thomas in Ourselves
  - I Am the Way . . .
- 
-

## Scripture Passages Related to Thomas

- John 11:1–16 (Thomas encourages disciples to accompany Jesus to Jerusalem.)
- John 14:1–14 (Thomas asks Jesus a question at the Last Supper.)
- John 20:19–25 (Thomas doubts Jesus’ Resurrection.)\*
- John 20:26–29 (Thomas makes an act of faith in Jesus.)\*
- John 21:1–14 (Thomas witnesses Jesus’ appearance at the Sea of Galilee.)

Asterisk (\*) signifies key passages to cover.

## Thomas and Young Adolescents Today

- Thomas is eager to stand with Jesus as his friend, and he encourages others to do so. Young adolescents also express their loyalty to friends.
- At the Last Supper, Thomas listens closely to Jesus’ words but does not understand what he says. Adolescents often struggle with difficult questions about faith.
- Thomas misses the first Resurrection encounter with Jesus. He does not appear to be happy about it. We can help the young adolescent reflect on similar experiences of being left out or “in the wrong place at the wrong time” in light of what the Lord does for Thomas.
- Thomas’s declaration of faith in Jesus comes out of his sheer wonder and joy at finding his friend alive. Young adolescents also feel a divine wonder during moments in their lives.

## Activities

### Seeing Thomas in Ourselves

In this activity, the students will examine the different ways Thomas responds to Jesus and the Apostles in the Gospels, and then they will reflect on ways that their own faith resembles Thomas’s faith.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and pens or pencils, one of each for each student.
- ❑ Make copies of the handout “It Sounds Familiar” (Document #: TX003038), one for each student.

1. Point out that Thomas's name appears only four times in the Gospels. Ask four volunteers to each read aloud a passage listed in the "Scripture Passages Related to Thomas" section. Note that although Thomas appears infrequently, he is present at key moments. You might have the students read his lines exactly the way he may have said them—with eagerness, confusion, doubt, wonder.
2. Distribute the handout "It Sounds Familiar" (Document #: TX003038) to the students. In each quadrant, have the students write examples of when they approach their own faith with these same attitudes. Ask the students, "In what ways does Thomas resembles all of us?" The activity on the handout invites the students to find something of Thomas in themselves.



*Note:* If the students are using the activity booklet, they may work on the "Thomas" cut-out puzzle, on page 49, which reviews the significant events in the life of Thomas. See appendix 3 of this guide for the solution to the puzzle.



## I Am the Way . . .

In this activity, the students will attempt to portray visually some of what Jesus shares with Thomas and the other Apostles at the Last Supper.

### Preparation

- Gather sheets of poster board or card stock, one for each student.
  - Have markers, colored pencils, and watercolors on hand.
  - If the students have the skills and you have access to computers, you can invite them to use Microsoft PowerPoint or Windows Paint. Some of the possibilities on the computer might highlight the mystical quality of Jesus' words.
1. Read John 14:1–7 aloud to the class. Because there is quite a bit of material in this short passage, examine it verse by verse with the students. (If the students express confusion, you can share that Thomas and Philip were perplexed as well!) Ask questions such as, "What does it mean for Jesus to say that he is the way and the truth and the life?"
  2. Ask the students to choose any of the phrases from these verses and to present them in some way visually. Both the words and other images should be in the visual presentation. Ask them to imagine that they are conveying the meaning of the words rather than just the words themselves.

3. Invite the students to group together by the verses they choose and compare their portrayals. Then have the students share their work with the whole class.

## It Sounds Familiar

People may go through ups and downs in faith or have a mixture of feelings and experiences regarding their faith. For each description, list some times when you have experienced mixed feelings about your faith. You could also list questions or describe events to fill in the boxes.

<b>Eagerness</b>	<b>Confusion</b>
<b>Doubt</b>	<b>Wonder</b>



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# Chapter 21

## Matthew

### Preparing to Teach

#### Overview

When we first read about Matthew in the Gospels, he is a tax collector. By the end of the Gospel narratives, he is one of the twelve men chosen by Jesus to be an Apostle. To go from tax collector to Apostle is quite a transition! When Matthew meets Jesus, his life is transformed. Jesus has that kind of effect on people.

In Jesus' day, tax collectors were considered dishonest and were seldom invited to social events where people would dine together. Jesus, however, eats dinner at Matthew's house with him and other outcasts.

What is it about Matthew that makes Jesus call him to his role as Apostle and subsequent Evangelist? In Matthew Jesus sees a heart willing to change. And what does Matthew see in Jesus? He sees a man who treats him with dignity. He recognizes that Jesus is special and likely marvels at his own conversion.

Young adolescents can sometimes feel like outcasts, perhaps because they do not think that they are popular, are self-conscious about their appearance, or do not succeed in the same way that their peers do. They need to know that Jesus does not see them as outcasts but rather sees their hearts as he saw Matthew's heart. While the rest of the world sees a despicable, cheating person, in Matthew Jesus sees an Apostle. Praying to Jesus in times of low self-esteem is important! Jesus can give us a better vision of ourselves.

### This Chapter at a Glance

#### Activities

- Jesus Calls Matthew
  - True Happiness
  - Be Special
- 
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## Scripture Passages Related to Matthew

- Matthew 9:9–13, Mark 2:13–17, Luke 5:27–32 (Jesus calls Matthew.)\*
- Matthew 10:1–4, Mark 3:13–19, Luke 6:12–16 (Jesus chooses the twelve Apostles.)\*
- Acts of the Apostles 1:12–14 (Praying together)

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Matthew

- Introduction to the Gospel according to Matthew
- The Twelve (Matthew 10:1–4)



## Matthew and Young Adolescents Today

- Although Matthew is scorned by many because of his occupation, he is still open to change. When Jesus takes hold of one's heart, nothing is impossible.
- Jesus calls Matthew to be a disciple. Jesus calls each of us to be faithful followers.
- Jesus is criticized for having dined with Matthew, a “public sinner.” Young people may be unjustly labeled because of the friends they spend time with.
- Matthew is chosen to be one of the twelve Apostles and is given the directive to continue Christ's work in the world. Jesus calls all young people to respond to his call to be disciples. This is especially clear at the Sacrament of Confirmation.

## Activities

### Jesus Calls Matthew

In this activity, the students will explore the relationship between Jesus and Matthew by answering questions from the Scripture account of Jesus' call to Matthew.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- ❑ Make copies of the handout “Matthew's Call” (Document #: TX003039), one for each student.



1. Distribute the Bibles and the handouts. Have the students read Matthew 9:9–13 and then individually answer the questions on the handout.
2. When the students have finished the handout, allow class time to review their answers. Conclude the lesson with the following questions:
  - ▶ What was it about Jesus that made Matthew walk away from a high-paying position as tax collector to become a disciple of Jesus?
  - ▶ Could Jesus have that effect on people today?
  - ▶ Do you know of people who have had this transformation?



*Note:* If the students are using the activity booklet, they may want to work on the “Matthew” puzzle, on page 51. The activity on the handout “Matthew’s Call” covers the same Gospel selection (Matthew 9:9–13) in a more reflective way. See appendix 3 of this guide for the solution to the puzzle.

## True Happiness

In this activity, the students will use the Beatitudes to create a personal piece of artwork.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
  - ❑ Gather sheets of paper and sets of markers, crayons, or colored pencils, one of each for each student.
1. Divide the class into two groups, and distribute the Bibles. Have each group alternately read aloud a verse from Matthew 5:3–12.
  2. Remind the students that the words they have just read are the Beatitudes. They are often seen as a summary of Christian life. Discuss the meaning of each verse and its relevancy for true happiness.
  3. Have the students rewrite the verses of the Beatitudes to include their own name. The object is to make the Beatitudes into a personal statement of their faith. Give the following example of the first verse:
    - ▶ “Happy is (name) who knows (he/she) is spiritually poor, the Kingdom of heaven belongs to (him/her)!” (Matthew 5:3).

Encourage the students to be creative with color, as this is to be displayed as artwork.

4. Conclude by suggesting the students apply the lessons learned in the Beatitudes to their daily lives.

## Be Special

In this activity, the students will listen to a dramatic reading of Max Lucado's storybook *You Are Special*. This book is a fictional story about being cherished by God regardless of how others label you.

### Preparation

- ❑ Obtain a copy of *You Are Special*, by Max Lucado (Wheaton, IL: Crossway Books, 1997).

1. Present a dramatic reading of *You Are Special* to the class.
2. After reading the story to the students, discuss the following questions:
  - ▶ Can you personally relate to a particular group of Wemmicks?
  - ▶ Is it easy to fall into the same mindset that Punchinello experienced because of what others felt and did toward him?
  - ▶ What were your reactions to Lucia? (Neither stars nor dots stuck to her. Why not?)
  - ▶ Why do you think Lucia didn't tell Punchinello her secret?
  - ▶ Who do you think Lucia really is? Who is Eli?
  - ▶ What was Eli's message to Punchinello?
  - ▶ Does this message speak of God's love for us? How can a deep understanding of God's love for us help develop positive self-esteem?
3. Conclude with this observation and question:
  - ▶ The Apostle Matthew went from outcast to Evangelist. How does this story about Punchinello relate to the story of Matthew as found in the Gospel of Matthew (9:9–13)?

## Matthew's Call

Read Matthew 9:9–13. Answer the questions below.

1. What are the words that Jesus uses when calling Matthew?
2. Matthew is known by another name. Read Luke 5:27–32 to discover what it is.
3. Matthew is a tax collector. Was this an admirable or undesirable occupation? What words found in Scripture indicate this?
4. How does Matthew respond to Jesus' invitation?
5. How does Jesus make Matthew feel?
6. Matthew invites Jesus to share a meal at his house. What is Matthew's reason for this?
7. Who else is at the house with Jesus and Matthew?
8. What group of people criticize Jesus for dining with Matthew?
9. What do you think is their reason for criticizing Jesus?
10. What is Jesus' response to his critics?
11. What does Jesus mean when he says, "People who are well do not need a doctor, but only those who are sick" (Matthew 9:12)?



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# Chapter 22

## Judas Iscariot

### Preparing to Teach

#### Overview

Many people see the name Judas Iscariot as synonymous with traitor because Judas betrays Jesus to the Jewish leaders. It is likely that Judas is a very complicated person and that he made the decision to hand over Jesus for several reasons. We see from his reaction to “the sinful woman’s” use of perfume to anoint the feet of Jesus that he struggles with greed, and because the betrayal involves money, it is likely that this is at least one motive.

Young people betray one another and feel regret on a smaller scale than Judas but are often as helpless as he is to know how to atone for their choices. As soon as Judas receives his money, he returns it out of guilt and hangs himself because he believes he is beyond redemption. A lesson from the Judas story and one that is important for young people is that no one is beyond redemption, no matter what he or she has done. Even if a juvenile court condemns and incarcerates them, young people always have a future with Jesus because his suffering, death, and Resurrection conquer all sin.

It may be important to show young adolescents that although Judas is one of Jesus’ closest companions, he is still tempted by greed and commits the awful crime of betraying his friend and mentor. Young people should know that choosing Jesus over money or possessions is a choice they need to make every day rather than just assuming it.

### This Chapter at a Glance

#### Activities

- Jesus and Judas, a Story of Betrayal
  - A Mock Trial for Judas
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## Scripture Passages Related to Judas Iscariot

- Matthew 10:1–4, Mark 3:13–19, Luke 6:12–16 (Jesus chooses the twelve Apostles.)\*
- Matthew 26:14–16, Mark 14:10–11, Luke 22:3–6 (Judas arranges to betray Jesus.)\*
- John 6:68–71 (The words of eternal life)
- John 12:1–8 (Jesus is anointed at Bethany.)
- John 13:1–11 (Jesus washes his disciples' feet.)
- John 13:21–30 (Jesus predicts his betrayal.)\*
- Matthew 26:47–49 (Judas betrays Jesus.)\*
- Matthew 27:3–5 (The death of Judas)\*

Asterisk (\*) signifies key passages to cover.



## Article from *Breakthrough!* Related to Judas Iscariot

- The Twelve (Matthew 10:1–4)

## Judas Iscariot and Young Adolescents Today

- Jesus chooses Judas as an Apostle to do great things in his name. Judas chooses to betray Jesus. Jesus offers young adolescents the opportunity to be his followers, and they too have a choice about the way to respond.
- Judas is disloyal to Jesus. Young people are not always loyal to their friends.
- For Judas, money is more important than God. Money tempts young adolescents and has the potential of replacing their love for God.
- Jesus gives Judas a position of trust by making him treasurer. Young people have and will be given opportunities in life to display their trustworthiness.
- Judas allows Satan to influence his behavior. Satan tries to influence the behavior of young people as well.
- At the Last Supper, Jesus offers Judas an opportunity to change his plan of betrayal. Jesus offers young people numerous chances to begin again through forgiveness and grace.
- Remorse fills Judas after he betrays Jesus. Young adolescents need to know that there is no need to live in shame because of sin, because Jesus offers us mercy no matter how large the transgression.

## Activities

### Jesus and Judas, a Story of Betrayal

In this activity, the students will read the account in Sacred Scripture of Judas's betrayal of Jesus and then will recall in sequence the events leading up to Jesus' arrest.

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
- ❑ Make copies of the handout "The Story of Betrayal" (Document #: TX003040), one for each student.

1. Distribute the Bibles and the handouts to the students. Allow the students time to read the passages in Sacred Scripture and to fill in the handout on their own. Tell the students that there may be some slight differences between the account in Matthew and the one in John, such as when Judas began to think of betraying Jesus. 
2. Summarize the story of the betrayal by asking the students to categorize the events into four headings: Jesus predicts his betrayal; Judas agrees to betray Jesus; the arrest of Jesus; and the death of Judas.
3. Conclude the activity by asking the following questions:
  - ▶ Could Jesus' betrayal have been prevented? If so, how?
  - ▶ At what point in the sequence of events could the story have taken a different course? (*at the Last Supper, when Jesus offered Judas the bread of life*)
  - ▶ What faith message can we take away from this story? (*Among others, Jesus is merciful.*)
  - ▶ What can the story of Judas teach you about your everyday living?
 The activity on the handout "The Story of Betrayal" (Document #: TX003040) covers the accounts in the Gospels of John and Matthew.

*Note:* If the students are using the activity booklet, they may work on the puzzle "Judas Iscariot," on page 53, which focuses on Judas's betrayal of Jesus. See appendix 3 of this guide for the solution to the puzzle.



## A Mock Trial for Judas

In this activity, the students will either accuse or defend Judas as he is judged before the gates of Heaven or Hell.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, one for each student.
1. Distribute the Bibles, and have the students decide whether they want to defend Judas as he is judged in the heavenly court or to become “the devil’s advocate” in condemning Judas to Hell. (*Devil’s advocate* is a term used in the process of investigation before someone can be canonized, or declared a saint. The canon lawyer who argues *against* a person being declared a saint is called “the devil’s advocate” because he or she seems to be “speaking for” the devil. However, a fair assessment demands that, as in any other trial, both sides be heard.)
  2. Depending on the position they take, the students are to write a deposition containing reasons why Judas should go to either Heaven or Hell. The students can use the readings listed in the section “Scripture Passages Related to Judas Iscariot” to help them.
  3. When the students have finished writing their depositions, choose several volunteers to share their writings—first a devil’s advocate who wants to condemn Judas, and then a defense attorney from Heaven who wants to save him. Set up these presentations as a mock trial. (You might assign a young person to be a judge and others to be part of the jury. Ask the whole class to vote on Judas’s guilt or innocence after the arguments have been presented.)
  4. Comment on the students’ arguments. Correct any misconceptions, such as “anyone who commits suicide goes to Hell.” Conclude with a discussion of Christ’s dying on the cross as an act of redemption for us all.

## The Story of Betrayal

Read the following accounts from Sacred Scripture about Judas Iscariot: John 13:21–30, Matthew 26:14–16, 26:47–56, 27:3–10. Then number the sentences below in the order they take place in the Gospels.

\_\_\_\_\_ Judas throws down the coins he was given and hangs himself.

\_\_\_\_\_ The Jewish leaders give Judas thirty silver coins.

\_\_\_\_\_ Jesus tells his Apostles that one of them is going to betray him.

\_\_\_\_\_ Jesus and his disciples eat supper together. The Devil is in the heart of Judas, and Judas is thinking about betraying Jesus.

\_\_\_\_\_ When Judas finds out that Jesus has been condemned to death, he repents and takes the thirty silver coins back to the chief priests and elders.

\_\_\_\_\_ Jesus says that the person to whom he gives a piece of bread is the one who will betray him.

\_\_\_\_\_ Judas tells the crowd that he will kiss the person they should arrest in order to identify him.

\_\_\_\_\_ Judas recognizes that he has sinned by betraying Jesus to death.

\_\_\_\_\_ Judas goes to the chief priests and asks them what they will give him if he betrays Jesus to them.

\_\_\_\_\_ Judas approaches Jesus, gives him a greeting of peace, and kisses him.



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# Chapter 23

## Paul

### Preparing to Teach

#### Overview

Paul (also known by his Jewish name, Saul) was born in about AD 10 in Tarsus, now southern Turkey. Paul's Jewish family raises him in strict observance of the Law. Paul shows a familiarity with the Greek thinking of his day because he is an educated Roman citizen. Paul is small in stature, but he is passionate with strong convictions.

Young people who have been raised in households with mixed cultural or religious backgrounds can find a friend in Paul. Paul is able to use the diversity of his background to understand the people of his day and communicate with them. These young adolescents need to see that they also have special insights into more than one culture or religion and, like Paul, can become a bridge.

Paul becomes a fierce opponent of the fledging Christian movement, even to the point of playing a part in the martyrdom of Stephen. But, on the way to Damascus, he encounters the Risen Jesus in a vision. Christ reveals to Paul that he is to be the Apostle to the nonbelievers. From then on Paul dedicates his life to serving Christ in proclaiming the Gospel of Jesus. Most young people do not expect to have the type of conversion experience that Paul had, but Paul's conversion should encourage them to continue on their own path of conversion, or turning toward Jesus, each day. Like many people today, whether converts or reared in the faith, Saint Paul did not see the greatness in Christianity right away. He needed to be knocked to the ground in order to take a closer look.

In becoming the Apostle to the Gentiles, Paul, in a sense, provides the earliest "Gospel of Jesus" that is presented in the Church. His principal message is that all people, both Jews and Gentiles, can enter into new life with Christ through faith in the Gospel. Many young adolescents want to be perceived by their peers as open-minded. They may want to look and see how open-minded Paul is on the subject of the Gentiles and their access to Christianity without the requirement that they become Jews. Paul is not flexible on all subjects, but he has an insightful heart about non-Jews during a crucial time in the early Church.

Paul is a tireless missionary who leads others in establishing vibrant faith communities throughout Greece and modern-day Turkey. He also suffered for the Gospel, both physically and emotionally, even to the point of martyrdom. His theological letters to various faith communities are an essential component of our New Testament.

Saint Paul is likely a familiar name to many young people but is also a complete mystery. Through the accounts about Paul in Acts of the Apostles and then from glimpses at his letters, young adolescents should come to see that Paul is a dynamic, take-charge, and successful early Christian.

## This Chapter at a Glance

### Activities

- Running the Race
- Conversion Experiences
- Letter Writing in the World of Paul

## Scripture Passages Related to Paul

- Acts of the Apostles 9:3–19 (Paul’s conversion)\*
- Acts of the Apostles 14:8–20 (In Lystra, people mistake Paul and Barnabas as gods.)
- Acts of the Apostles 16:16–40 (Paul and Silas are freed miraculously from prison.)\*
- Acts of the Apostles 20:17–38 (Paul gives a farewell speech in Ephesus.)
- Acts of the Apostles 26:19–29 (Paul tells King Agrippa of his work.)
- Romans 8:31–39 (God’s love for us in Christ Jesus)\*
- 1 Corinthians 12:12–30 (Christ is one body, many parts.)\*
- 1 Corinthians 13:1–13 (Paul writes about love.)\*
- 1 Corinthians 15:12–28 (Paul defends belief in human resurrection.)
- 2 Corinthians 4:7–12 (Believers are like clay pots.)
- Galatians 2:20 (Paul’s life in Christ)\*
- Philippians 2:5–11 (Christ is humble and great.)\*

Asterisk (\*) signifies key passages to cover.



## Articles from *Breakthrough!* Related to Paul

- *Breakthrough!* Interview with Paul
- Paul's Journeys (Acts, chapters 13–21)
- Jews and Christ (Acts 13:13–43)
- Risking Their Necks (Acts 14:1–20)
- Passing On the Faith (Acts, chapters 17–18)
- Welcome the Stranger (Acts 18:1–3)
- Demons and Idols and Riots! (Acts 19:1–10)
- Blessing Paul (Acts 21:3–6)
- Turning to God (Acts 22:1–21)
- Longest Wait in a Holding Cell (Acts 24:22–27)
- Paul Put to the Test (Acts, chapters 25–26)
- Paul's Last Years (Acts 28:17–31)

There are many valuable articles within the Pauline letters. The following articles give some insight into the person of Paul.

- Introduction to the Letters of Paul
- Jew to Jew (Romans, chapter 4)
- Don't Get Too Comfortable! (Romans 9:30—10:4)
- Side by Side (Romans 16:1–16)
- The Scoop on Corinth (1 Corinthians 1:4–9)
- Shape Up! (Galatians 4:8–21)
- Heart to Heart (Philippians 1:3–11)
- Stop Whining! (Philippians 2:12–18)
- Paul's a Working Man (1 Thessalonians 2:9–12)
- Long, Full Life (2 Timothy 4:6–8)
- Slaves Today (Philemon)

## Paul and Young Adolescents Today

- Young adolescents likely recognize Paul's name but do not know much about him. Nevertheless, Paul's basic truths about living a life of faith are relevant to people in this age-group.
- Paul has his own style of communicating to faith communities through letters that are personal in style yet also seriously theological. Young people need to find ways to share the message of Jesus Christ in ways that suit their personality. They can take Paul's spiritual themes and find relevant ways to share them today.

- Like a good marketing professional, Paul knows his audience and shapes his message to appeal to the minds and hearts of the communities to whom he is writing. Young adolescents can see evangelization in ways that are not simply accidental but that respond to the needs and questions of our times.
- Paul's experience of conversion is riveting and dramatic. Young people experience the process of conversion but may not recognize it because they associate conversion with experiences like Paul's.
- Paul's experience of faith in Christ is clearly tied to Christ's suffering, death, and Resurrection. Young people may struggle to grasp how suffering in faith can have value. Though this reality may remain a mystery of faith, young people can look to God in difficult times to see how they can be transformed by sharing their suffering with Jesus Christ.

## Activities

### Running the Race

In this activity, the students will act out Saint Paul's description of living in faith as a "race" and will compete in a relay to record the events of Paul's life on paper taped to a wall.

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
- ❑ Have paper and pens or pencils, one for each student.
- ❑ Each team of three students will need three sheets of newsprint taped to the wall, one labeled "Where?" one labeled "Who?" and one labeled "What Happened?"; markers; and a roll of masking tape. Make sure the space is large enough to accommodate students' running up to the papers to write.
- ❑ Assess ahead of time how much time the students will need to read the passages and determine the basics of the story.

1. Introduce the activity to the students:
  - ▶ Paul describes his life like a race; he has been trained for this race, and he wants to finish it strong in order to win the “crown of eternal life” (2 Timothy 4:8). To review Paul’s life, we too will have a race today. Only you will be racing from your seats up to the sheets of newsprint in a relay race to fill in parts of Paul’s life. The marker is the baton you will be passing.
  
2. Divide the class into teams of three, and distribute the Bibles. Explain that each team will be responsible for reviewing the same number of readings about Paul’s life. (To accommodate larger groups, assign the same readings to more than one team.) The readings are broken down into six units that each consist of two or three events.
  - Acts of the Apostles 7:54–60, 22:1–5, 26:4–11 (Events in Paul’s life prior to his conversion). The students should find two events.
  - Acts of the Apostles 9:1–31, 11:19–30 (Paul’s conversion and preaching). The students should find three events.
  - Acts of the Apostles 13:1—14:28 (Paul’s first missionary journey). The students should find three events.
  - Acts of the Apostles 15:36—18:22 (Paul’s second missionary journey). The students should find three events.
  - Acts of the Apostles 18:23—21:16 (Paul’s third missionary journey). The students should find three events.
  - Acts of the Apostles 21:17—28:30 (Arrest in Jerusalem through imprisonment in Cesarea until imprisonment in Rome). The students should find two events.
  
3. Give the teams an appropriate amount of time to read and discuss the passages they have been assigned. The young people should take notes that answer the three questions on the newsprint: “Where?” “Who?” and “What Happened?”
  
4. Explain safety parameters for this race. At a signal from you, have each team send one member to record its information on the “Where?” paper for their first event. When done, the team member runs back to her or his team, passes the marker (baton) to the next team member, who fills in the “Who?” for the same event. The third team member fills in the “What Happened?” column. The teams continue this process until they have filled in all of their events under each heading. (You may want to have a prize for the quickest team.)
 

After all the teams have recorded their summaries, ask the teams to present them in the order they occur in Paul’s life.
  
5. You may want to have maps of Paul’s journeys available to review places and dates with the students so they can get a visual sense of Paul’s travels. See *Breakthrough!* for a helpful map.





*Note:* If the students are using the activity booklet, they may work on the puzzle “Paul,” on page 55. This puzzle covers the events of Paul’s life as recounted in Acts of the Apostles. See appendix 3 of this guide for the solution to the puzzle.

## Conversion Experiences

In this activity, the students will listen to the account of the conversion of Saint Paul, discuss the definition of *conversion*, and consider what a conversion experience entails.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
  - ❑ Consider inviting an RCIA candidate or catechumen in the parish to talk with the class about coming into the Church. Ask this person to prepare a comparison between their own conversion experience and Paul’s experience.
  - ❑ Obtain a copy of the movie *Mother Teresa: Woman of Compassion* (AIM International Television, 50 minutes, NR) and the appropriate player. (See appendix 1, “Additional Resources,” for more information about finding this film, available in both VHS and DVD.)
1. To introduce the activity, ask these questions:
    - ▶ What do you think of when you hear someone talk about his or her “spiritual conversion”?
    - ▶ Does it bring to mind a sudden event or a more gradual experience? (Some people have dramatic encounters with God in the midst of some crisis that turn their lives around; for others it is a gradual changing of focus from themselves and their wants to a focus on God and what God wants.)
  2. Have a student read Acts of the Apostles 9:3–25 aloud. (You may want to have three students portray Paul, the Lord, and Ananias.) Then have another student read Acts of the Apostles 22:6–16. Ask the students to discuss these questions:
    - ▶ How are the two accounts similar? How are they different?
    - ▶ Is there a moral to this conversion story? If so, what is it? (*God is at work in all our lives, and through the conversion of one, others will also be challenged to grow in faith.*)

- ▶ What do you think was the scariest part of the conversion experience for Paul? What was the most peaceful part of it for him?
3. Talk about conversion with the students:
- ▶ *Conversion* is a word that has many different meanings. One of the most popular definitions is a move from one type of belief to another, as in one religion to another. This is one type of conversion, the type that Paul had on the road to Damascus. People can convert passes into touchdowns, or one country's currency to another's.
  - ▶ Many people are born into one religion and remain within it throughout their lives. They too experience conversion. The *Catechism of the Catholic Church* defines the term as “a radical reorientation of the whole life away from sin and evil, and toward God” (glossary). The *Catechism* also characterizes conversion as “a change of heart.”
  - ▶ Conversion begins at Baptism and continues throughout life with God's grace. Sometimes people experience conversion as a gradual growth toward God. Other times, people have an “aha” moment—the type of conversion that Paul had.
  - ▶ Confusion can occur for young Catholics when the Catholic understanding of conversion meets with the understanding of conversion held by some Protestant groups. Instead of seeing infant Baptism as the beginning of lifelong conversion, these groups believe that an older child or adult can consciously accept Jesus Christ and that this acceptance leads to salvation. This model resembles Paul's powerful experience on the way to Damascus.
4. Ask the students these types of questions:
- ▶ Have you ever felt conversion, a change of heart that brings you closer to God? Was it more like a light suddenly turning on or more like the sun gradually coming up in the morning?
  - ▶ What signs would you see that could tell you that another person has had a conversion experience?
  - ▶ Does every Christian need to have a conversion experience?
5. Show parts of the movie *Mother Teresa: Woman of Compassion*. A moving part occurs where Mother Teresa describes her transition from the Catholic girls' school where she taught to her eventual work in Calcutta, India. An event happened on a train ride that was key to her change of direction.
6. Close with a prayer to the Holy Spirit for conversion. Use Ephesians 3:15–19 and close with the Glory Be.

## Letter Writing in the World of Paul

In this activity, the students will be introduced to an approximation of the mechanics of letter writing in biblical times so that they might understand the efforts made to hand on the message of Jesus through the ages.

### Preparation

- ❑ Each student will need some thin sheets of parchment-type paper, a bird feather for a quill, a bottle of ink, masking tape, and a  $\frac{3}{4}$ -inch-diameter dowel a foot long. (In terms of obtaining historical writing supplies, local stationery stores often have ink and paper that will work. Local historical societies or museums can direct you to suppliers or Internet merchants who specialize in these items too.)
- ❑ Make copies of the handout “Letters in Paul’s Day” (Document #: TX003041), one for each student.

#### 1. Introduce the activity with these questions:

- ▶ Letters have been an important part of human culture since the advent of writing. Why do people write letters?
- ▶ Is an e-mail message the same as a letter?
- ▶ Why does Paul write letters? (*to teach, encourage, challenge, express thanks, ask a favor, share his feelings, correct a situation, explain, and so on*)

#### 2. Distribute the handout, and go over it with the students to answer the question, How did Paul write?



#### 3. Distribute the materials for biblical “scribing,” and instruct them to begin either copying Paul’s letter to Philemon, writing a letter to a friend or a family member, or composing a letter to a local representative about an issue of concern. Remind the young people to include all five parts in the letter. With a dowel, help the students make a scroll of it.

#### 4. Conclude the activity by discussing Paul’s letter writing. Use these points and questions:

- ▶ Letter writing is important today, but it was much more so in Paul’s time.
- ▶ Does your family keep old letters? Why or why not?
- ▶ Paul’s letters contain inspiration from God that is so essential to our identity in Christ that the Church never wanted any believer to be without them.

### *Variations*

- To help the students understand the feat that writing and illustrating the Bible was, show them some pictures from the *Saint John's Bible*, a modern-day illuminated and hand-written Bible. Type "The Saint John's Bible" into an Internet search engine.
- Have the students look at the Vatican Web site to see the various ways the Church preserves and keeps its history alive. Do a search for "Vatican" on the Internet.

# Letters in Paul's Day

Letters in Paul's day were quite different from letters today.

## A Different Format

Letters in Paul's day were formal and structured rather than “newsy” and free-flowing like our letters today. Paul's letters followed a consistent pattern.

1. A salutation in three parts—naming the sender (Paul), naming the persons addressed, and then offering a formal greeting
2. A thanksgiving to God for the blessings bestowed upon the receivers of the letter and upon Paul
3. The body of the letter, in which Paul took up various matters related to the Good News, the behavior of the people receiving the letter, and problems in the local church
4. Final instructions, at times regarding things unrelated to the body of the letter, such as preparations for an upcoming visit by Paul
5. A closing in two parts—final greetings to various people and a concluding word, often in the form of a prayer

## Different Materials and Processes

In Paul's day, letters were ordinarily written on parchment (leather prepared for that purpose) or on papyrus (thin slices of the papyrus plant glued horizontally onto a backing formed by thin slices placed vertically). A pen was a split reed or a quill, and ink was a composite of materials like carbon and glue or gum. Creating a letter with these materials was such a tedious and lengthy process, and one requiring such skill, that it was normally done by professional scribes or writers.

In the case of his epistles, Paul would first think through what he wanted to convey to his intended audience. Just formulating his complex ideas may have taken weeks of work, especially in the case of a long letter like the one to the Romans. Then his ideas had to be dictated word by word to a scribe or, as was quite common, be expressed in more general terms, with the scribe acting as a kind of editor as well as a secretary.

A scribe could work no more than two or three hours at a stretch, normally crouched on the ground with a tablet in one hand and a quill in the other. It took the average scribe about one minute to write just three syllables, which comes to about seventy-two words per hour. (A skilled typist today can type about seventy-two words per minute.) The average sheet of papyrus could hold about 140 words. The First Letter of Paul to the Thessalonians, consisting of about 1,500 words, would have required about ten sheets of papyrus and more than twenty hours of work by a scribe. Paul's Epistle to the Romans, with more than 7,000 words, would have required fifty sheets of papyrus and nearly one hundred hours of writing time!



## Weeks, Not Hours

Any one epistle would have taken weeks, not hours, to complete. That may partly explain why some of the letters seem choppy, as if written in bits and pieces. The writing process was no doubt interrupted at times, when Paul would gain fresh ideas and insights. And to be sure, no scribe would have been inclined to go back to edit and polish a letter after it was completed!

(The material on this handout is from *Jesus of History, Christ of Faith*, third edition by Thomas Zanzig [Winona, MN: Saint Mary's Press, 1999], pages 258–259. Copyright © 1999 by Saint Mary's Press. All rights reserved.)



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# Chapter 24

## Barnabas

### Preparing to Teach

#### Overview

Barnabas is one of the first people to bring the Good News to the Gentiles. A quiet companion to Paul, Barnabas often shows his faith in Jesus Christ through his compassion and his advocacy for the new converts among the Gentiles.

Barnabas is someone young people will identify with—a caring and generous friend, a good and faithful companion, and an advocate for what he believes in. Barnabas also sets a challenging example for young people. He is willing to do as Jesus commands—to give everything he has and follow him.

#### This Chapter at a Glance

##### Activities

- Pictures from the Road
- Generous to the Core
- Getting to Know You

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#### Scripture Passages Related to Barnabas

- Acts of the Apostles 4:36–37 (Barnabas sells his property and gives the money to the Apostles.)\*
- Acts of the Apostles 9:26–27 (Barnabas brings Saul to the Apostles.)
- Acts of the Apostles 11:19–30 (Barnabas in Antioch)
- Acts of the Apostles 12:25 (Barnabas and Saul leave Jerusalem.)
- Acts of the Apostles 13:1–52 (Barnabas and Saul’s mission to Jews and Gentiles)\*
- Acts of the Apostles 14:7–20 (People mistake Barnabas and Paul for gods and persecute them.)

- Acts of the Apostles 15:1–21 (Paul and Barnabas attend the council of Jerusalem.)\*
- Acts of the Apostles 15:36–41 (Barnabas parts ways with Paul.)

Asterisk (\*) signifies key passages to cover.



## Articles from *Breakthrough!* Related to Barnabas

- *Breakthrough!* Interview with Barnabas
- Risking Their Necks (Acts 14:1–20)

## Barnabas and Young Adolescents Today

- Barnabas sells his property and gives the proceeds to the Apostles to help the poor in the community. Young people are often deeply and unexpectedly generous to those who are in need.
- Barnabas eagerly takes on Saul’s cause by sharing his experience with the Apostles and bringing Saul to the Apostles to listen. Young people can be like both Barnabas and the Apostles. They are sometimes willing to stand up for others who are ignored and sometimes unwilling to welcome those who want to spend time with them.
- In Acts of the Apostles, Barnabas travels and preaches with a companion, for the most part, Paul. Young people go through their day often surrounded by a group of friends.
- At Lystra, Barnabas and Saul are disturbed that the people there mistake them for and call them “gods.” Young people can become easily frustrated with adults who make assumptions about who they are.

## Activities

### Pictures from the Road

In this activity, the students will interpret Scripture passages in art to familiarize themselves with the life of Barnabas.

### Preparation

- ❑ Gather twelve Bibles.
- ❑ Cut out six “city papers” or square sheets of newsprint, and label the top of each sheet with one of the following city names and citations from Acts of the Apostles.

- Cyprus (Acts, chapter 13)
  - Antioch (Acts, chapters 13–15)
  - Iconium (Acts, chapter 14)
  - Lystra (Acts, chapter 14)
  - Derbe, Pamphylia (Acts, chapter 14)
  - Jerusalem (Acts, chapter 15)
- ❑ Gather four or five markers, colored pencils, or crayons and masking tape for each small group.
- ❑ In the center of a sheet of newsprint, draw a map of the region, noting where the six cities were located. (You can use the map of Paul's journeys in the back of *Breakthrough!*) Leave room so that the students can tape the city papers on the map at the end of the activity.
1. Divide the class into six groups, and distribute one city paper and the art materials to each group. Give the students the following instructions:
    - ▶ You are photographers who are following Barnabas during his ministry. You have been asked to take pictures of him while he is in your city.
    - ▶ Read aloud the chapters from Acts of the Apostles that cover your city assignment. Discuss what pictures you want to take that will tell the story of Barnabas's trip to your city.
    - ▶ Decide who will "take" the pictures (at least four). Draw the photographs on your city paper.
  2. When the students are finished, invite them to present the story of Barnabas's trip to the city using their "photographs." Begin with Cyprus, and work through the cities in order. After each presentation highlight the key points about Barnabas that the group related. Invite the students to tape their pictures near the name of the city on the map.



*Note:* If the students are using the activity booklet, they may work on the puzzle "Barnabas," on page 57. The puzzle recalls the work of Barnabas and Paul as they traveled together. See appendix 3 of this guide for the solution to the puzzle.



## Generous to the Core

In this activity, the students will examine their willingness to be generous.

### Preparation

- ❑ Have a Bible opened to Acts of the Apostles 4:36–37.
1. Have the students stand, and ask them what they would be willing to do to stay up later on a school night. After giving them some time to think about it individually, direct the students to form groups of three and to share their answers with one another. When time is up, ask some of the students to share and explain their responses.
  2. Continue the activity in the same way as above, using the following questions and having the students form groups of various sizes—pairs, groups of four, and so on:
    - ▶ What would you be willing to do to . . .
      - help your best friend out of a bad situation?
      - make your mother happy?
      - provide a home for a homeless person?
      - show people that you love God?
  3. Read the passage you have identified from Acts of the Apostles. Highlight what Barnabas is willing to do to help the poor. Ask the students the following questions:
    - ▶ Why do you think Barnabas makes that choice?
    - ▶ Would you make that choice if you were in his shoes?

### Getting to Know You

In this activity, the students will enter into the experience that Paul and Barnabas have of being misunderstood. They will then strategize about ways they might correct a misperception held by another.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, blank sheets of paper, and envelopes, one of each for each student.
- ❑ Gather enough markers, colored pencils, or crayons for the whole class.

1. Ask the students to find a private place in the room. Distribute a Bible and a sheet of paper to each young person. Place a handful of markers, colored pencils, or crayons near every three to four people. Tell the students that they will share the markers, colored pencils, or crayons but without talking.
2. Read Acts of the Apostles 14:8–20 to the students. Highlight Barnabas and Saul’s experience of not being recognized for who they are. Have a brief discussion about people in the students’ own lives who misunderstand them and why or what it is those people misunderstand. (Individual names are not to be mentioned aloud. This is just to help the students think of ways that they might be misunderstood by others.)
3. Direct the students to draw a picture of themselves on the paper. Ask them to think of things about which they are misunderstood. Have the students decorate the picture of their face with pictures, symbols, and colors that would help others better understand one thing about themselves. Ask them not to use words.
4. When the students finish, have them fold the pictures into thirds and put the paper in the envelope. Direct them to seal the envelope, write their own names on the outside, and take this envelope home and put it in a safe place. Ask the students to think about what they could do or say to help others better understand them. Invite them to look for opportunities to open themselves in some way to better communication about themselves with others sometime in the next week. If the students feel comfortable, encourage them to share their picture with others who have shown misunderstanding towards them and to explain what it means.

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# Chapter 25

## Timothy

### Preparing to Teach

#### Overview

Timothy was born in Lystra around AD 30. His father was a Greek nonbeliever, while his grandmother, Lois, and mother, Eunice, were devout Jewish Christians (that is, Jews who had accepted Jesus as the Messiah and were now Christians). As a teenager, Timothy commits himself to his faith life. Paul's talk of the new life in Christ attracts him. Young people may be interested to know that although Timothy was younger than other Christian missionaries of the time, he was ready at an early age to take on the responsibility. It is important to note that many saints were very young either at the time of their death or when their saintliness was first recognized.

With the support of Timothy's mother and the blessing of other Christians, Timothy accepts Paul's invitation to travel with him to Greece. Timothy becomes one of Paul's most faithful companions and trusted workers, regularly representing Paul to different Christian communities. When Timothy is in his thirties, Paul appoints him bishop of the Christian community in Ephesus. Paul writes several letters to Timothy in Ephesus to offer advice on the pastoral care of the believers and to provide support and encouragement.

Timothy is apparently meek in his demeanor but spiritually gifted enough to take on the leadership responsibility of the missionary church. He is sensitive and loyal, and Paul expresses a deep fatherly pride for this young man's role in the early Church.

### This Chapter at a Glance

#### Activities

- Where in the World Is Timothy Now?
  - Dear Paul: Letters from Timothy
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## Scripture Passages Related to Timothy

- Acts of the Apostles 16:1–4 (Paul recruits Timothy for his ministry.)\*
- Acts of the Apostles 19:22 (Paul sends Timothy on to Macedonia while he stays in Ephesus.)\*
- 1 Corinthians 4:17, 16:11 (Paul sends Timothy to Corinth.)
- Philippians 1:1, 1 Thessalonians 1:1, 2 Thessalonians 1:1, and Colossians 1:1 (Timothy is listed as a coauthor for these letters.)
- Philippians 2:19–24 (Paul’s relationship with Timothy)\*
- 1 Thessalonians 3:1–10 (Timothy reports back on the faith of the Thessalonians.)
- 1 Timothy 1:3–7 (Paul tells Timothy to stay in Ephesus.)
- 1 Timothy 4:6–16 (Paul instructs Timothy about being God’s servant.)\*
- 1 Timothy 5:23 (Paul advises Timothy about his health.)
- 2 Timothy 1:3–14 (Paul encourages Timothy.)\*
- 2 Timothy 2:1–13 (Paul encourages Timothy to be strong despite suffering.)\*
- 2 Timothy 3:14–17 (Paul reminds Timothy of his training from his youth.)

Asterisk (\*) signifies key passages to cover.

## Articles from *Breakthrough!* Related to Timothy

- *Breakthrough!* Interview with Timothy
- “It’s PPRT-y Easy to Pray” (1 Timothy 2:1)
- Never Too Young (1 Timothy 4:11–16)
- Strive (1 Timothy 6:11–14)
- God’s Revealed Truth (2 Timothy 3:14–17)



## Timothy and Young Adolescents Today

- Though Timothy’s mixed faith household could be seen as a detriment to his growth in Christian faith, it prepares him for work as a missionary. The students also have aspects of their family life that both encourage and discourage their growth in faith.
- Timothy’s family supports him in his new venture with Paul. Young adolescents receive their parents’ and teachers’ support to different degrees as they step into faith and service ventures.

## Activities

### Where in the World Is Timothy Now?

The students will become familiar with the story of Timothy and some of the main passages from Paul’s letter to him. They will then map where the accounts occur.

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and pens or pencils, one of each for each student.
- ❑ Prepare a list of the readings from and about Timothy (see “Scripture Passages Related to Timothy”).



- ❑ For each group of three or four, prepare 11-x-17-inch photocopies of maps of the Mediterranean area with the regions and cities that Paul visited on his three missionary journeys noted. (The maps on the handout “The Travels of Paul” [Document #: TX003042] could be enlarged 235 percent to fit 11-x-17-inch paper.)
  - ❑ Gather a dozen index cards for each group of three or four.
  - ❑ Do this activity yourself ahead of time.
1. Divide the class into groups of three or four. Distribute the Bibles to each student, and give each group a dozen index cards and a set of photocopied maps. Have the groups read the sections about Timothy and then write on separate cards what is happening in each biblical section.
  2. Have the groups place their cards on the maps at the city or area that corresponds to the passage, using arrows as needed, depending on space. Go over the maps as a class, and look up the answers in the Bible if there is disagreement about the places.
  3. As you discuss Timothy’s story, talk about the importance of traveling and distances for his ministry. Ask the students the following questions:
    - ▶ Do you think Timothy would have been as effective if he had stayed in his own hometown?
    - ▶ What kind of insights does traveling and moving from place to place give a person?



*Note:* If the students are using the activity booklet, they may work on the puzzle “Timothy,” on page 59. This puzzle focuses on Paul the Apostle’s letter of advice to his young disciple. See appendix 3 of this guide for the solution to the puzzle.

## Dear Paul: Letters from Timothy

In this activity, the students will write letters back to Paul containing thoughts that Timothy might have wanted to share with him.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, envelopes, and pens or pencils, one of each for each student.
1. To introduce this activity, draw the students into a discussion about the Pauline Letters and our styles of communication today.
    - ▶ What is the difference between receiving a letter in the mail and receiving an e-mail? How are they similar?
    - ▶ In Timothy's time, letters were critical means to communicate with others. Paul writes many types of letters, but his letters to Timothy are more personal than his other letters.
  2. Distribute the Bibles, and have the students briefly review Paul's First and Second Letters to Timothy, using the list in the section "Scripture Passages Related to Timothy."
  3. After the students review Paul's Letters to Timothy, have each student imagine that she or he is Timothy receiving these letters from Paul. Remind the young people that Paul is in prison and will not see Timothy again. Give the following instructions to the students. (You may want to refer to the handout "Letters in Paul's Day" [Document #: TX003041], on page 165, to explain the parts of a Pauline Letter.)
    - ▶ Write a letter back to Paul in Rome describing how grateful you are for his kind advice and support. Include whatever else you think the younger Timothy would express to Paul after reading the letters. After you write the letter, put it into a sealed envelope and then "mail it" to Paul by giving it to me.
  4. You may want to bring the activity to a close by writing an open Pauline-style letter back to the class expressing your thanks for their letters. Read this letter aloud to the class.





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# Chapter 26

## Priscilla and Aquila

### Preparing to Teach

#### Overview

Priscilla and Aquila are faithful followers of Paul. Wherever they live—in Rome, Ephesus, or Corinth—they try to spread the Good News about Jesus Christ. This couple reminds us that hospitality is an important aspect of being a Christian.

It is good for young people to see a married couple active in ministry, because often the early Christians are not married or their marriage is not discussed. Priscilla and Aquila are living examples of how Jesus welcomed and treated people during his ministry. They also show us what it means to be a good Christian friend.

#### This Chapter at a Glance

##### Activities

- Greetings To and From
- The Welcome Mat
- Inside and Outside: A Reflection

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#### Scripture Passages Related to Priscilla and Aquila

- Acts of the Apostles 18:2–3 (Paul meets Priscilla and Aquila in Corinth.)\*
- Acts of the Apostles 18:18–20 (Priscilla and Aquila travel to Ephesus with Paul.)\*
- Acts of the Apostles 18:24–26 (Priscilla and Aquila teach Apollos.)\*
- Romans 16:3–5 (Paul greets Priscilla and Aquila and their community.)\*
- 1 Corinthians 16:19 (Paul sends Priscilla and Aquila’s greetings to the community in Corinth.)\*
- 2 Timothy 4:19 (Paul asks Timothy to greet Priscilla and Aquila.)\*

Asterisk (\*) signifies key passages to cover.



## Articles from *Breakthrough!* Related to Priscilla and Aquila

- *Breakthrough!* Interview with Priscilla and Aquila
- Welcome the Stranger (Acts 18:1–3)
- Side by Side (Romans 16:1–16)

## Priscilla and Aquila and Young Adolescents Today

- Priscilla and Aquila are forced to leave their home in Rome because they are Jews. Many young people have been excluded because they are different from their peers.
- Exiled from Rome, Priscilla and Aquila are initially outsiders in their new home of Corinth. Young people sometimes feel like outsiders in school, with their teammates, or at home.
- Priscilla and Aquila share a common skill with Paul—they are tent makers. Young people seek out friends with whom they share common interests, experiences, and skills.
- Priscilla and Aquila are so influenced by Paul's preaching and teaching that they move from Corinth to Ephesus with him. Young people recognize and listen to peers and adults around them who are leaders. They sometimes follow them into certain activities or imitate them.
- Priscilla and Aquila open their home as a church for the followers of Jesus. Young people generously welcome their friends, peers, and teammates to their homes for various fun and important activities.
- Priscilla and Aquila believe in Jesus so much that they are willing to take risks, even the risk of death, for him, for their faith, and for their community. Young people have strong loyalties to their friends and to what they believe in.

## Activities

### Greetings To and From

In this activity, the students will create greeting cards based on Bible passages about Priscilla and Aquila.

### Preparation

- Gather six copies of *Breakthrough! The Bible for Young Catholics* or another Bible and six sets of markers, colored pencils, or crayons.

- ❑ Fold six sheets of newsprint in half like a card.
  - ❑ Using a black marker, write one of the following phrases on the front side of each “card.” At the bottom of the front side, list the passages from Sacred Scripture noted in parentheses in small but legible print.
    - Greetings from Rome (Acts of the Apostles, chapter 18)
    - Greetings from Corinth (Acts of the Apostles, chapter 18; 1 Corinthians, chapter 16; Romans, chapter 16; 2 Timothy, chapter 4)
    - Greetings from Ephesus (Acts of the Apostles, chapter 18)
    - Greetings to Apollos (Acts of the Apostles, chapter 18)
    - Greetings to Timothy (2 Timothy, chapter 4)
    - Greetings to Paul (Acts of the Apostles, chapter 18; 1 Corinthians, chapter 16; Romans, chapter 16; 2 Timothy, chapter 4)
1. Divide the class into six groups. Distribute the Bibles; large cards; and markers, crayons, or colored pencils to each group. Provide the following instructions:
    - ▶ Your task is to create a greeting card based on the title that is written on the front of your card. To do this, pretend to be Priscilla and Aquila. You will know what to write on the inside of the card when you read the Bible passages. Note that the places and people are all mentioned in the assigned passages from Scripture.
    - ▶ Read the passages on the front of the card out loud, and then discuss what they reveal about Priscilla and Aquila and about either the place from which they are writing or the person to whom they are writing. Your group should write three to five sentences on the inside of the card that reflect what you discussed. The statements should sound like they were written on a card and directed to someone. Create a design for the card, and color it appropriately.
  2. When the groups are finished, invite them to each share their cards and to present to the rest of the class what they learned.
  3. Ask the students to reflect on what it must have been like to be a follower of Jesus at that time, like Priscilla and Aquila.

## The Welcome Mat

In this activity, the students will become familiar with various ways of showing hospitality—an ancient biblical value—to others.

## Preparation

- ❑ Gather two sheets of newsprint and a marker.
- ❑ Make a time line on one sheet of newsprint that starts with “When visitors arrive” and ends with “When visitors leave.”

## Chapter 26

1. Review with the students that Priscilla and Aquila welcomed many people into their home to pray. Have the students brainstorm ways in which they do and could welcome strangers into their homes (as permitted by their parents or guardians). List their ideas on the other sheet of newsprint. Remind the students that welcoming happens not only when visitors arrive but throughout the visitors’ visit. Encourage the students to come up with ideas for the entire visit.
2. Divide the class into groups of two or three. Ask the groups to each select a different idea from the list on the newsprint. Once each group has its idea, ask them to put their ideas on the time line you have created on the second sheet of newsprint.
3. Instruct the groups to create role-plays in which they are the hosts and the students in the rest of the class are the visitors. For example, one way to welcome might be to have food. The group might create a role-play about serving food to the visitors. Point out the welcoming time line and explain that the groups will present their role-plays in the order the ideas are presented there.
4. When the groups are prepared, invite the group with the first idea on the time line to come forward and present its role-play. Follow with the rest of the groups in the order of the ideas on the time line.
5. Ask the class these types of questions:
  - ▶ Why is welcoming strangers into your home important?
  - ▶ Fill in the blank: “I feel welcomed when \_\_\_\_\_.”



The handout “Inside and Outside” (Document #: TX003043) (used in the activity “Inside and Outside: A Reflection,” which follows) invites the students to reflect on their feelings of being welcome or unwelcome in various groups of people and to ask help from Jesus in dealing with these feelings.

*Note:* If the students are using the activity booklet, they may work on the puzzle “Priscilla and Aquila,” on page 61. Priscilla and Aquila are mentioned several times in Paul’s Letters as he praises their generous hospitality. See appendix 3 of this guide for the solution to the puzzle.

## Inside and Outside: A Reflection

In this activity, the students will reflect on their relationships with groups of people, whether they are inside or outside a particular group.

### Preparation

- ❑ Gather pens or pencils, one for each student.
  - ❑ Make copies of the handout “Inside and Outside” (Document #: TX003043), one for each student.
1. Distribute the handouts and pens or pencils to the students. Ask the students to spread out around the room for privacy.
  2. Read the first sentence on the handout with the class. Then read aloud the first and second bullet points under “Priscilla and Aquila and Young Adolescents Today” about being on the inside and outside of a group of people. Direct the students to complete the sentence starters and the prayer starter on the handout.



## Inside and Outside

Everyone knows what it feels like to be on the inside and the outside of a group of people. Fill in the statements below, and then write a prayer to Jesus asking for his help when you are an outsider or an insider.

I feel like I am on the inside when . . .

I feel like I am on the outside when . . .

Dear Jesus,



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# Appendix 1

## Additional Resources

### Background Reading and References about Sacred Scripture

*2003 Scripture from Scratch Sourcebook*. Cincinnati: St. Anthony Messenger Press, 2003.

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- Witherup, Ronald D. *The Bible Companion: A Handbook for Beginners*. New York: Crossroad, 1998.
- Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1999.

## Scripture Resources to Use with Young Adolescents

- Benson, Susan C. *My Catholic Identity: Marks of the Church (and More)*. Dayton, OH: Hi-Time\*Pflaum, 2001. This book has some nice worksheets about Mary of Nazareth.
- Calderone-Stewart, Lisa-Marie. *Faith Works for Junior High: Scripture- and Tradition-Based Sessions for Faith Formation*. Winona, MN: Saint Mary's Press, 1993.
- Catucci, Thomas F. *Time with Jesus: Twenty Guided Meditations for Youth*. Notre Dame, IN: Ave Maria Press, 1993.
- Crocetti, Enzo and Mario Giordano. Illus. by Sergio Toppi. *A Crowd of Witnesses: Interviews with Famous New Testament Men and Women*. Boston: St. Paul Books and Media, 1990.
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Covey, Sean. *Daily Reflections for Highly Effective Teens*. New York: Fireside Books, 1999. From the author of *The Seven Habits of Highly Effective Teens*, this is a book that will inspire teens to live a life filled with positive character traits.

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Heisberger, Jean Marie, and Maureen Gallagher. *Take Ten: Daily Bible Reflections for Teens*. Winona, MN: Saint Mary's Press, 2004.

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## Music

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Pomanowski, Jeannie. *Faith with an Attitude*. Chesapeake Music Works, 2001.

———. *Prayer Warrior*. Chesapeake Music Works, 2004.

*Spirit and Song 1*. Oregon Catholic Press, 1999. This music book has more than 200 songs by different musicians and a nine-CD set to accompany it. The music is upbeat and attractive for young people.

*Spirit and Song 2*. Oregon Catholic Press, 2005. This music book has more than 200 songs by different musicians and a ten-CD set to accompany it.

## Films

Films on New Testament people can be found at Ignatius Press ([www.ignatius.com](http://www.ignatius.com)). The Footprints of God series includes films entitled *Jesus*, *Mary*, and *Paul*. Other films on New Testament themes are *The Story of Paul the Apostle*, *Where Jesus Walked*, *Mary of Nazareth*, *The Nativity Story*, and *The Early Christians: The Incredible Odyssey of Early Christianity*.

The film *Over Holy Ground* is a bird's eye view of various sites in the Holy Land as seen from the air.

Other films are available from this site under the heading "Life of Christ."

*The Chronicles of Narnia: The Lion, the Witch and the Wardrobe* (2005, 143 minutes, rated PG).

*Jesus of Nazareth* (1977; 6 hours, 11 minutes; not rated). This is a classic feature-length film directed by Franco Zeffirelli, packaged in a three-video set.

*Mother Teresa, Woman of Compassion* (2002 56 minutes; VHS and DVD). This film is the fourth in a series called Great Souls. This movie discusses Mother Teresa from the viewpoints of many people whose lives she touched. Available from Gateway Films/Vision Video. Search under "Great Souls" or "Mother Teresa."

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# Appendix 2

## Tools for Teaching

### Introducing the Accounts of Biblical Characters to Young People

Every chapter in this book has an activity that enables the young people to get to know the story of the biblical character. Some of the activities submitted by the authors of this book were so creative that it seemed like a good idea to include them in both the Old Testament and New Testament leader guides. These approaches will work well with numerous biblical figures. Several of the activities use modern media to portray the story.

#### A Newspaper Account

In this activity, the students will create part of a newspaper based on the passages from Sacred Scripture related to the biblical figure.

#### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
  - ❑ Prior to class, write the list of readings from the “Scripture Passages Related to . . .” section in a visible place. Base the size of the groups on the number of readings, because each passage will be read by a group member.
  - ❑ If you have completed this or a similar activity in the past, you may want to provide the students with examples to jump-start their thinking.
  - ❑ If you have computer access, invite the students to use a word processing program to access a newsletter template for this activity.
1. Divide the class into small groups. Ask the members of the groups to each choose a Bible passage from the list and read it.
  2. Propose the following scenario to the students:
    - ▶ Imagine that as a group you are publishing a front-page report on the life of this biblical figure. Each group member should prepare one column (headline and article) based on his or her section of the reading.

3. Have the students first write their columns on paper so that they can discuss with the rest of their group how they would like to present their passages. One group member might want to do a “here on the scene” report, while another may want to do a letter to the editor or a spotlight on the biblical character. Then have the students transfer their columns to a front page of a newspaper layout, complete with the name of the paper and assorted other newspaper items. At this point the students can use their creativity to complete the newspaper page by adding such things as a list of events at the Temple, an advertisement for “Wisdom,” a support group for prophets, and so on.
4. After each group has completed its newspaper page, make copies and distribute them to each group to read.

## Pictures from the Road

This is an excellent activity for biblical figures who do quite a bit of traveling.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible; sets of markers, colored pencils, or crayons; and tape; one of each for each group.
  - ❑ Cut out “city papers” or square sheets of newsprint, one for each city that appears in the biblical character’s story. Label each sheet a city name and the Scripture citation in which that city is mentioned.
  - ❑ In the center of a sheet of newsprint, draw a map of the region, noting where the cities were located. Leave room so that the students can tape the city papers on the map at the end of the activity.
1. Divide the class into as many groups as there are cities for this biblical character. Distribute one city paper and a set of art materials to each group. Give the students the following instructions:
    - ▶ You are photographers who are following a biblical character during his or her ministry. You have been asked to take pictures of this biblical figure while he or she is in your city.
    - ▶ In your group read aloud the chapters from the city paper (newsprint) that cover your city assignment. Discuss what pictures you want to take that will tell the story of the character’s trip to your city.
    - ▶ Decide who will “take” the pictures (at least four). Draw all the photographs that you would take on your city paper.

2. When the students are finished, invite them to present the story of the biblical character's trip to the city using the "photographs." Begin with the early part of the story and work through the cities in order. After each presentation, highlight the key points about the biblical figure that the group related. Have the groups tape their pictures near the name of the city on the map.

## The Comic-Strip Approach

In this process the students will create comic strips of an assigned biblical story.

### Preparation

- ❑ Make copies of the handout "The Comics" (Document #: TX003044) for the students. The number of copies you make will be determined by the number of frames you would like the students to create.
  - ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and sets of markers or colored pencils, one of each for each student.
  - ❑ Gather a variety of comic strips (as models for the students to see).
1. Assign the relevant passages of the narrative about the biblical character to the students.
  2. Explain that each student needs to read the assigned passages and then create a comic strip of the number of frames you have decided on (four frames are often enough). Encourage the students to be careful in their work, but let them know that stick figures can tell the story. Remind them that the figures need to be big enough and dark enough for other students to see. Have the students write the biblical citation below the drawing. (Decide ahead of time how much writing you want the students to include in their comics. Should the students summarize the story below their drawings or include dialogue in little speech balloons?)
  3. Have the students present their comic strips to the rest of the class in the order that their passages appear in the Bible. Consider taping all the comic strips together in a line so as to retain a visual version of the story.
  4. Consider photocopying all the comic strips and stapling them together to create a comic-book version of the biblical character's story for each student to read.

## Character Book Covers

In this activity, the students will work as graphic designers to create the covers for a series of books about a person in the Bible.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible and hardcover books that can be covered with paper, one of each for each student.
  - ❑ Gather several book series in hardcover, like the Harry Potter books or the Chronicles of Narnia.
  - ❑ Gather art supplies, such as sheets of 11-x-17-inch paper, markers, colored pencils, and straightedges.
  - ❑ Divide the class into groups in a way that works well for the size of the class and the number of readings that are available and relevant for this biblical character. Each group member will take responsibility for one of the readings, and all readings must be assigned in every group so that each group can produce a complete series of book covers.
1. Begin the activity by showing the series of books you have brought in. Point out that for a sense of continuity, a book publisher will use a similar colors and visual elements and/or similar-sounding titles on the covers of the books in a series. Explain to the students that they will create a series of book covers for a series of books about the major events in the biblical character's life.
  2. Divide the class into the predetermined number of groups, and assign each student within the groups his or her particular reading.
  3. Give each student a sheet of 11-x-17-inch paper, some markers, a straightedge, and a hardcover book that they can cover with the sheet of paper. (Some students can share a single book for the sake of measuring their sheet of paper for the spine, two covers, and flaps with folds.)
  4. Have the students individually read their assigned passages and then talk together as a group. They should discuss some common design elements for their series even though they will each be designing a cover based on their own reading selection of the biblical character. Tell the students that each book cover must contain the following elements:
    - ▶ on both the spine and front cover, the name of the series (which may be the biblical character's name), the title of the individual book in the series, the Scripture citation, and the volume number in the series

- ▶ on the front and back covers, drawings and images that summarize the readings
  - ▶ on the inside of the front cover, a brief synopsis of the individually assigned reading
  - ▶ on the inside of the back cover, a brief bio of the book cover's designer
5. After the students have finished their individual book covers, have them explain their part of the story and their book cover to the others in their group. Have the books “shelved” together, or pass them around, for the rest of the class to examine.

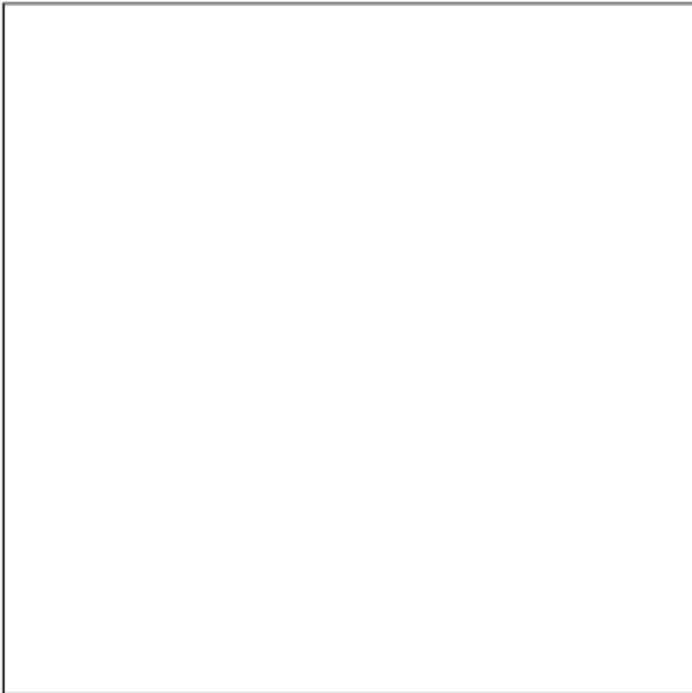
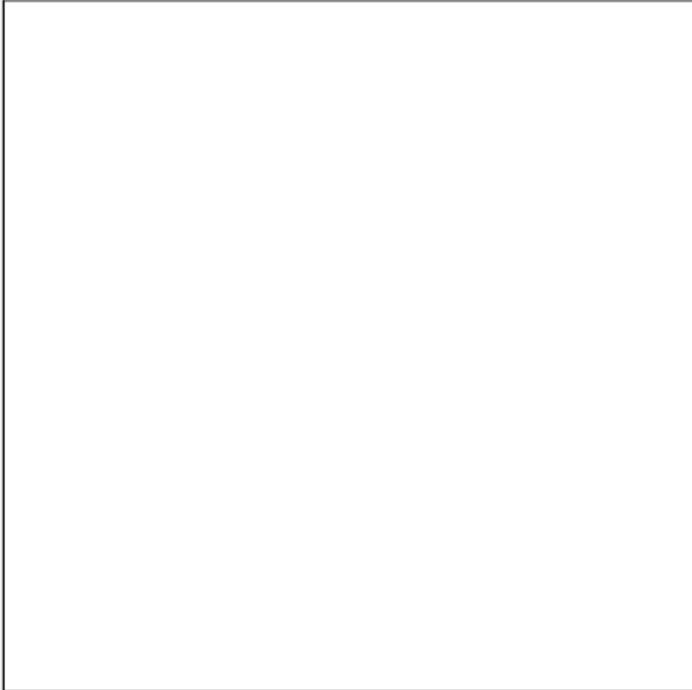
## The Chronology of a Bible Character's Life

In this activity, the students will put in order the events of a biblical character's life by looking through the appropriate Scripture passages.

### Preparation

- ❑ Gather copies of *Breakthrough! The Bible for Young Catholics* or another Bible, sheets of paper, and pens or pencils, one of each for each student.
1. For a particular biblical character, list in random order, on the board or on a handout you have prepared, the events of that person's life. (This activity works especially well for the Apostle Paul or any other biblical person with a long story.)
  2. Distribute the Bibles, sheets of paper, and pens or pencils. Ask the students to look through the appropriate Bible passages and create a chronology or time line, not only putting the events in the proper order but also listing the Scripture citation that corresponds to each event.
  3. After the students have finished the chronology, direct them to form small groups to read in their Bibles about these events more thoroughly.
  4. Conclude by asking each group to give an in-depth retelling of the story, in chronological order.

## The Comics



# Appendix 3

## Answer Key for *Breakthrough! The Bible for Young Catholics: New Testament Activity Booklet* Puzzles

### Introduction to the Gospels

- A. Matthew                      B. Mark  
 C. Luke                            D. John
- Matthew
- Mark
- A. Matthew and Luke  
 B. "This is the Good News about Jesus Christ, the Son of God."  
 C. Jesus is the Word.
- Moses received the Law on Mount Sinai.
- Jesus heals a man with an evil spirit; Jesus heals Simon's mother-in-law; Jesus heals many people; Jesus heals a man with a skin disease.
- Answers will vary.
- "But these have been written in order that you may believe that Jesus is the Messiah, the Son of God, and that through your faith in him you may have life."

### A Gospel Time Line

- Jesus' Birth
- Jesus' Baptism
- Jesus' Ministry in Galilee
- Jesus Chooses Apostles
- Jesus' Entry into Jerusalem
- Lord's Supper
- Jesus' Arrest
- Jesus' Crucifixion
- Jesus' Death
- Jesus' Resurrection

### Jesus and His Family



### Jesus' Baptism and Temptation

- |                |   |
|----------------|---|
| Mark 1:9–11    | God said he was pleased with his Son, Jesus.            |
| Matthew 4:1–11 | We need God's words to live.                            |
| Mark 8:31–33   | Peter did not understand what God expected of Jesus.    |
| Mark 9:42–47   | Jesus said that we should not lead others into sin.     |
| Mark 10:35–45  | People who are truly great are people who serve others. |

## Jesus and His Disciples

1. Simon, Andrew, James, John
2. Levi
3. Judas Iscariot
4. Nathanael
5. Peter
6. Philip
7. Andrew
8. James, John
9. James

**Another name for Levi: Matthew—he is listed as the tax collector.**

## Jesus in Prayer

### Fill-in words

1. ELIJAH
2. FATHER
3. APOSTLES
4. HUMBLE
5. ASK
6. PARABLE
7. EARLY
8. PRIVATE
9. PRAY
10. SON

**Two names for the prayer Jesus taught us:**

**The Lord's Prayer and  
The Our Father**

## Gospel Images of Jesus

1. Word of Life
2. Only Son of God
3. Bread of Life
4. Light of the World
5. Good Shepherd
6. Resurrection and the Life
7. Vine (and we are the) Branches

**The Gospel of John teaches that Jesus is the divine Son of God.**

## Jesus the Teacher

### Scrambled Words

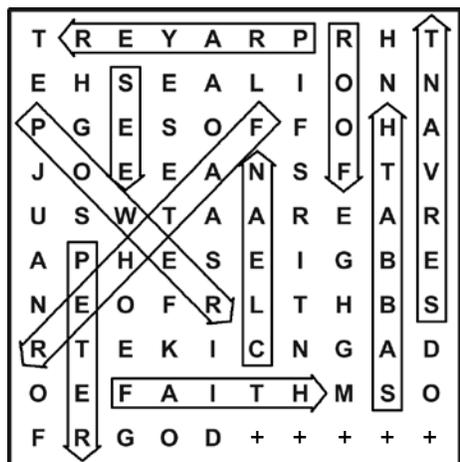
- A. REWARD
- B. EVERYTHING
- C. TREASURE
- D. OTHERS
- E. MATERIAL
- F. SPIRITUAL
- G. WORLDLY
- H. PHYSICAL
- I. COINS

**The Kingdom of God is both present and still to come.**

## Jesus the Healer

Fill-in words that appear in the word search:

- |            |            |
|------------|------------|
| 1. CLEAN   | 6. SABBATH |
| 2. SERVANT | 7. PRAYER  |
| 3. PETER   | 8. SEE     |
| 4. ROOF    | 9. POWER   |
| 5. FAITH   | 10. FATHER |



Fill-in phrase: The healings of Jesus are a sign of the Kingdom of God.

## Jesus the Bread of Life

In Mark 6:33–44, Jesus fed . . .



In Mark 14:22–26, Jesus shared with his Apostles bread and wine, which he had blessed, and told them to . . .



## Jesus the Person of Courage

In Luke 19:37–38, as Jesus neared Jerusalem, the crowd called him the king who comes in the name of the Lord.

In Mark 14:35–36, we learn that Jesus did not want to die but he wanted to do what the Father wanted him to do.

In Matthew 26:14–16 and Matthew 26:47–50, we learn that Judas betrayed Jesus with a kiss.

In Luke 22:54–62, Peter wept bitterly after he denied Jesus.

In John 19:16, we learn that Pilate handed Jesus over to be crucified.

## Jesus and His Suffering

Passages with editor's selected captions

Mark 15:16–20 Jesus is whipped and crowned with thorns.

Mark 15:21 Simon helps Jesus carry his cross.

Mark 15:22–28 Jesus is crucified.

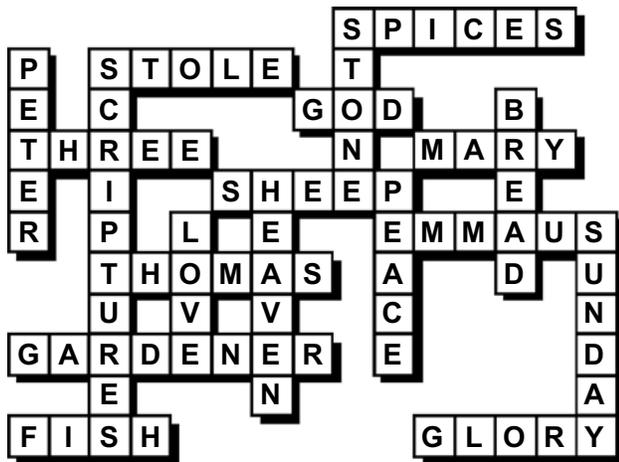
Mark 15:29–36 People insult Jesus as he hangs on the cross.

Mark 15:37–41 Jesus dies.

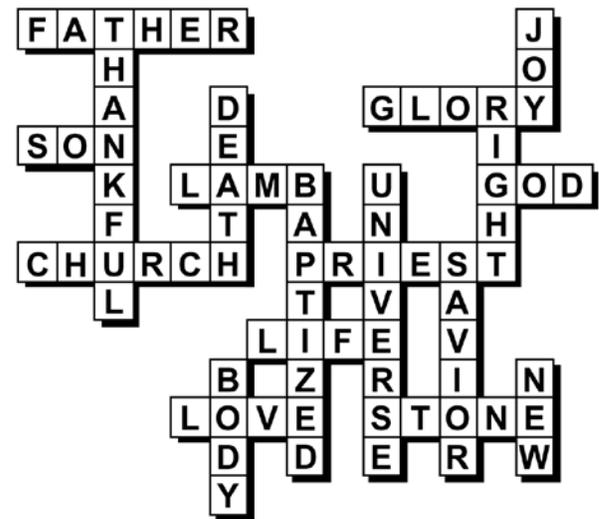
Mark 15:42–47 Jesus is buried.

Descriptive paragraphs: Answers will vary.

## The Risen Jesus



## Images of Jesus in the Letters



## Mary of Nazareth

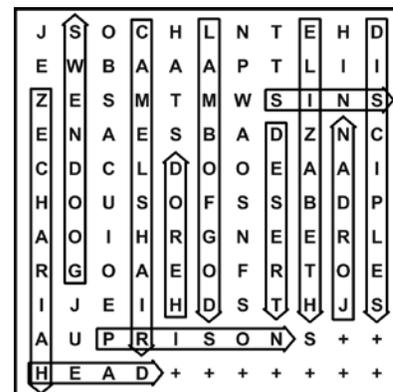
### ANSWERS TO STATEMENTS

1. Simeon
2. Joseph
3. Water
4. Bethlehem
5. Elizabeth
6. Nazareth
7. Gabriel
8. Holy Spirit
9. Blessed

## John the Baptist

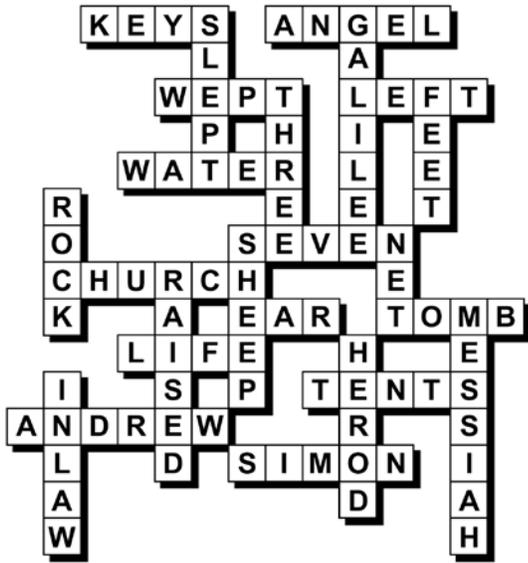
### WORDS HIDDEN IN WORD SEARCH

- |              |              |                 |
|--------------|--------------|-----------------|
| 1. Zechariah | 5. Herod     | 9. Sins         |
| 2. Elizabeth | 6. Good News | 10. Lamb Of God |
| 3. Jordan    | 7. Prison    | 11. Disciples   |
| 4. Head      | 8. Desert    | 12. Camels Hair |



FILL-IN ANSWER: John the Baptist was a cousin of Jesus.

## Peter



## Mary Magdalene

### ANSWERS TO STATEMENTS

1. Mother
2. Appeared
3. Gardener
4. Lord
5. Apostles
6. Angels
7. Spices
8. Stone
9. Seven

## Mary and Martha

"IF" - "THEN" STATEMENTS WITH LETTERS TO BE USED IN BLANK SPACES AT BOTTOM

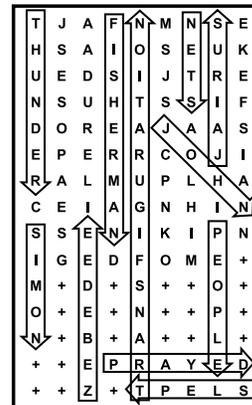
First number represents statement order—number in parentheses is letter assignment.

- |             |              |
|-------------|--------------|
| 1. = S (7)  | 8. = S (12)  |
| 2. = R (2)  | 9. = U (13)  |
| 3. = O (8)  | 10. = F (1)  |
| 4. = D (6)  | 11. = I (3)  |
| 5. = E (11) | 12. = S (14) |
| 6. = N (5)  | 13. = J (10) |
| 7. = F (9)  | 14. = E (4)  |

Mary and Martha were . . . friends of Jesus.

## James

### WORDS HIDDEN IN WORD SEARCH



1. ZEBEDEE
2. JOHN
3. NETS
4. PEOPLE
5. SIMON
6. FISHERMAN
7. THUNDER
8. JAIRUS
9. TRANSFIGURATION
10. PRAYED
11. SLEPT

FILL-IN ANSWER: JAMES ASKED JESUS FOR A SPECIAL PLACE IN HIS KINGDOM.

## John



## Thomas

HE WAS WILLING TO DIE WITH JESUS

HE WAS WILLING TO DIE WITH JESUS

THOMAS WAS PRESENT AT THE LAST SUPPER

THOMAS WAS PRESENT AT THE LAST SUPPER

THE FIRST TIME THAT JESUS APPEARED AFTER HIS RESURRECTION

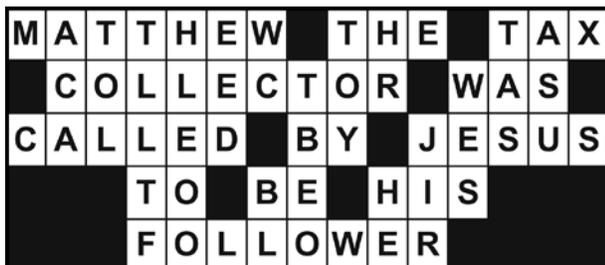
THE FIRST TIME THAT JESUS APPEARED AFTER HIS RESURRECTION

HE SAW THE SCARS AND PUT HIS HAND IN THE SIDE OF JESUS

HE SAW THE SCARS AND PUT HIS HAND IN THE SIDE OF JESUS

MY LORD AND MY GOD

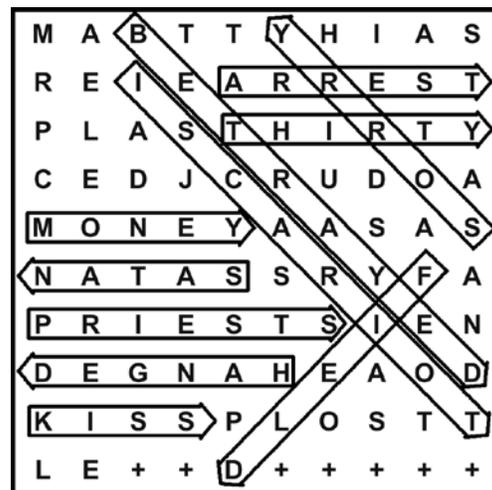
## Matthew



## Judas Iscariot

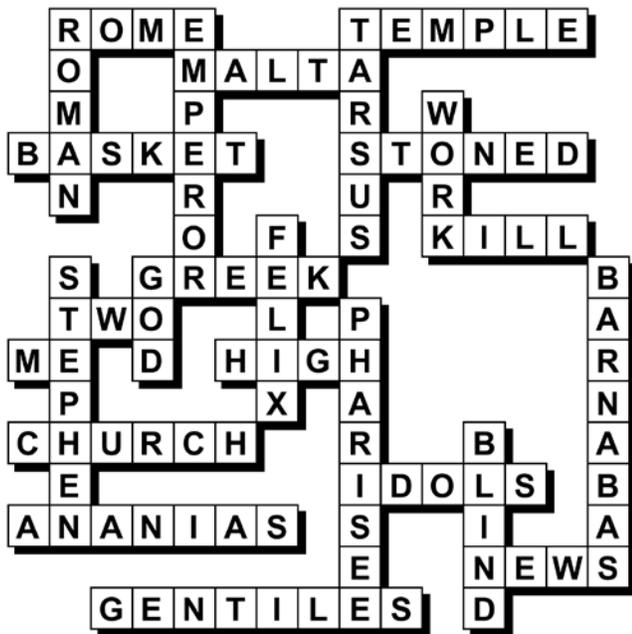
WORDS HIDDEN IN WORD SEARCH

1. ISCARIOT
2. MONEY
3. PRIESTS
4. SATAN
5. THIRTY
6. ARREST
7. BETRAYED
8. KISS
9. SORRY
10. HANGED
11. FIELD



FILL-IN ANSWER: MATTHIAS REPLACED JUDAS AS AN APOSTLE.

## Paul



## Barnabas

ICONIUM 4	ANTIOCH 9	CYPRUS 2
ANTIOCH AT PISIDIA 3	LYSTRA 5	PERGA 7
JERUSALEM 8	TARSUS 1	DERBE 6

All numbers add to 15

## Timothy

PRESENT AND THE FUTURE

PRE SENT A ND THE FUTURE

HIS SPEECH CONDUCT LOVE FAITH AND PURITY

HIS SPEECH CONDUCT LOVE  
FAITH AND PURITY

TREAT THEM WITH RESPECT

TREAT THEM WITH RESPECT

BE ASHAMED OF HIS FAITH

BE ASHAMED OF HIS FAITH

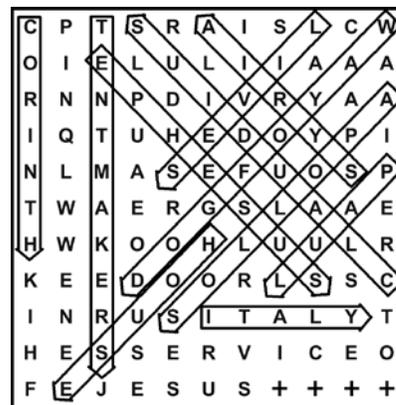
SALVATION THROUGH FAITH IN CHRIST JESUS

SALVATION THROUGH FAITH  
IN CHRIST JESUS

## Priscilla and Aquila

WORDS HIDDEN IN WORD SEARCH

1. ITALY
2. CLAUDIUS
3. CORINTH
4. PAUL
5. TENT MAKERS
6. SYRIA
7. EPHESUS
8. APOLLOS
9. WAY OF GOD
10. LIVES
11. HOUSE



FILL-IN ANSWER: PRISCILLA AND AQUILA WERE WORKERS IN THE SERVICE OF JESUS.

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# Appendix 4

## Index of Activities by Chapter

### Part I: Focus on Jesus

#### Chapter 1: Jesus and His Family

The Birth of Jesus 13 [handout]

*Las Posadas* 13–14 [schoolwide event] [simulation]

Jesus and Human Rights Violations 14–15 [handout] [global]

#### Chapter 2: Jesus' Baptism and Temptation

Presentations of Baptism and Temptation 22 [drama]

Baptism: Path to Our True Identity 22–24

Resisting the Tempter with Jesus Today 24–26 [reflection]

#### Chapter 3: Jesus and His Disciples

Chosen for Service 29–30

To Love and to Serve 30–31 [art] [service]

John, Chapter 17 32 [handout] [prayer]

#### Chapter 4: Jesus in Prayer

Learning to Pray from the Expert 36–37 [handout]

“Lord, Teach Us to Pray” 37–38 [handout]

#### Chapter 5: Gospel Images of Jesus

Jesus the Resurrection and the Life 43–44 [art]

Jesus the Good Shepherd 44–45 [handout]

Jesus the Real Vine 45 [reflection]

#### Chapter 6: Jesus the Teacher

Kingdom of God Bingo 50–51 [game]

“Your Kingdom Come” 51–53 [handout]

#### Chapter 7: Jesus the Healer

The Healing Miracles of Jesus 61–62 [handout]

It's a Matter of Faith 62 [reflection]

#### Chapter 8: Jesus the Bread of Life

Loaves and Fishes 66–67 [game]

The Feeding of the Five Thousand, Then and Now 67–69

### **Chapter 9: Jesus the Person of Courage**

Jesus Is Arrested and Sentenced to Death! 74–75 [handout]

Different Perspectives 75–76 [role-play]

### **Chapter 10: Jesus and His Suffering**

The Stations of the Cross from Mark, Matthew, and Luke 80–81 [art] [prayer]

“The Last Words of Jesus”: An Album Cover Design 81–82 [art]

The Power of Sacrificial Love 82–83 [film]

### **Chapter 11: The Risen Jesus**

Appearances of the Risen Jesus 88–89

It Is Not Always Easy to Recognize Jesus 89 [reflection]

### **Chapter 12: Images of Jesus in the Letters**

Jesus Bumper Stickers 93 [art]

Images of Jesus Drawing Book 94 [art]

## **Part II: Focus on the Disciples of Jesus**

### **Chapter 13: Mary of Nazareth**

Mary Remembers 99–100 [reflection] [resource]

The Annunciation 100–102 [reflection]

A Marian Prayer Service 102 [prayer] [handout]

### **Chapter 14: John the Baptist**

John the Baptist Bible Search 109–110 [handout]

John the Baptist in the Desert 110 [reflection] [handout]

John the Baptist’s Message of Repentance 110–111 [reflection]

### **Chapter 15: Peter**

Wanted: Leader of New Christian Movement 116–117

Peter Declares His Faith 117–118 [drama]

The Papal Coat of Arms 118 [art] [handout]

### **Chapter 16: Mary Magdalene**

Interviewing Mary Magdalene 121–122 [handout]

At the Foot of the Cross 122–123 [reflection]

Apostle of the Resurrection 123 [handout]

### **Chapter 17: Mary and Martha**

Mary or Martha? 127–128 [handout]

A Party with Jesus 128–129 [art]

### **Chapter 18: James**

Son of Thunder 132–134 [guided meditation]

**Chapter 19: John**

John the Apostle Comic Strip 137–138 [art] [handout]

A John the Apostle Album 138–139 [art]

A Relay Race to the Tomb 139–140 [physical activity]

**Chapter 20: Thomas**

Seeing Thomas in Ourselves 142–143 [reflection] [handout]

I Am the Way . . . 143–144 [art]

**Chapter 21: Matthew**

Jesus Calls Matthew 147–148 [handout]

True Happiness 148–149 [art]

Be Special 149 [drama]

**Appendix 4****Chapter 22: Judas Iscariot**

Jesus and Judas, A Story of Betrayal 153 [handout]

A Mock Trial for Judas 154 [drama]

**Chapter 23: Paul**

Running the Race 159–161 [teamwork]

Conversion Experiences 161–162 [film]

Letter Writing in the World of Paul 163–164 [craft activity] [handout]

**Chapter 24: Barnabas**

Pictures from the Road 168–169 [art]

Generous to the Core 170

Getting to Know You 170–171 [reflection] [art]

**Chapter 25: Timothy**

Where in the World Is Timothy Now? 174 [handout]

Dear Paul: Letters from Timothy 175 [reflection]

**Chapter 26: Priscilla and Aquila**

Greetings To and From 178–179 [art]

The Welcome Mat 179–180 [role-play]

Inside and Outside: A Reflection 181 [reflection] [handout]

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The articles on human rights on the handout “Human Rights” (Document #: TX003012) are from “Universal Declaration of Human Rights,” on the United Nations’ Web site, at [www.un.org/en/documents/udhr/index.shtml#a3](http://www.un.org/en/documents/udhr/index.shtml#a3). Used with permission.

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The list of Scripture passages on the handout “Jesus the Good Shepherd” (Document #: TX003017) is adapted from the God’s Word for the Biblically Inept series, *Life of Christ*, volume 2, by Robert C. Girard and Larry Richards (Lancaster, PA: Starburst Publications, 2000), page 79. Copyright © 2000 by Starburst Publications.

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