

# VenTuRe

Grades 4, 5, 6

## Unit 4: Jesus Brings Us New Life

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**Unit Overview  
Webinars and Teaching  
Guides available in  
Spanish and English at  
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# For Catechists and Teachers



## We Remember Jesus' Passion, Death, and Resurrection

This final unit of the 2019–2020 *Venture* year is all about Lent and Easter, the celebration of Jesus' self-giving death and life-giving Resurrection. "The Paschal mystery of Christ's cross and Resurrection stands at the center of the Good News that the apostles, and the Church following them, are to proclaim to the world" (*Catechism of the Catholic Church*, 571). It is one of the great joys of liturgically based religious education that the year always ends with Resurrection. May all of the graces of this holiest of times be yours!

### Gospel Overview

In the Sunday Gospel Readings for the Third, Fourth, and Fifth Sundays of Lent, we accompany model believers on three powerful faith journeys—from unbelief to belief, from darkness to light, from death to life. On the Third Sunday of Lent, Jesus' promise of living water intrigues a Samaritan woman, who ends up believing Jesus is the Messiah. She brings her townspeople to believe in him, too. On the Fourth Sunday of Lent, a man born blind discovers his faith in Jesus as he answers questions about the person who gave him sight. On the Fifth Sunday of Lent, Martha and Mary profess their faith that Jesus is the Resurrection and the life.

*Venture* readies children to participate in the liturgies of Palm/Passion Sunday and Holy Week and to appreciate that Jesus' passage from Death to life promises our own new life. The Gospels of the Easter season explore Jesus' risen presence in the Christian community. The beloved disciple who races to the tomb, sees it empty, and believes is the model disciple for all of us.

On the Second Sunday of Easter (Divine Mercy Sunday), Jesus appears in the midst of the disciples, breathes the Holy Spirit upon them, forgives them, and sends them to continue the mission on which his Father sent him. Forgiving others is part of this mission.

On the Third Sunday of Easter, Jesus is the stranger who accompanies two discouraged disciples home to Emmaus and explains the Scriptures about a suffering Messiah. The two disciples recognize Jesus when he breaks bread with them just as we recognize Jesus in the Eucharist. On the Fourth Sunday of Easter, we focus on the familiar image of the Good Shepherd, who comes so that all may have abundant life. The *Venture* year ends with the Fifth Sunday of Easter, in which Jesus reveals an image of God. In their lesson, the children will examine their connectedness to Creation, another way in which God reveals himself to us.

### Faith Tasks of *Venture* Children

The lessons in this unit ask *Venture* children (grades 4–6) to use and stretch their capabilities in working at the faith tasks of middle-grade children:

| Date/Sunday   | Sunday Gospels   | Bible                     | Catholic Social Teaching                                |
|---|--|---------------------------|---|
| March 15, 2020<br>3rd Sunday of Lent                        | John 4: 5–42<br>The Samaritan Woman                                      | New Testament: Samaritans | Rights and responsibilities                             |
| March 22, 2020<br>4th Sunday of Lent                        | John 9:1–41<br>A Man Born Blind Can See                                  | Old Testament: King David | Call to family, community; solidarity                   |
| March 29, 2020<br>5th Sunday of Lent                        | John 11:1–45<br>Jesus Raises Lazarus                                     | Psalms: Laments           | Dignity of the human person; common good                |
| April 5, 2020<br>Palm/Passion Sunday                        | Matthew 26:14–27:66<br>Jesus' Passion                                    | The Passion story         | Dignity of the human person                             |
| April 12 & 19, 2020<br>Easter Sunday & 2nd Sunday of Easter | John 20:1–9 Jesus is Risen<br>John 20:19–31 Jesus Appears to His Friends | The Easter story          | Call to family, community, and participation            |
| April 26, 2020<br>3rd Sunday of Easter                      | Luke 24:13–35<br>The Road to Emmaus                                      | Jesus' Easter appearances | Dignity of the human person; care for Creation          |
| May 3, 2020<br>4th Sunday of Easter                         | John 10:1–10<br>Jesus Is the Good Shepherd                               | Psalms 23                 | Called to family, community; solidarity                 |
| May 10, 2020<br>5th Sunday of Easter                        | John 14:1–12<br>Jesus Reveals His Father                                 | Bible metaphors           | Life and dignity of the human person; care for Creation |



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# UNIT 4 OVERVIEW: Jesus Brings Us New Life

- **Participating actively in the Church's sacramental life.** In the Lenten lessons of this unit, the children will explore how their own Baptisms unite them to Jesus and to the Christian community. They will recognize that the Holy Week liturgies make Christ's Death and Resurrection new to us each year.
- **Learning the stories of our ancestors in faith, the people of Israel.** The children will learn the stories of King David, the prophets, Queen Esther, and the first missionaries of the early Church.
- **Reflecting on God's love for us revealed in our lives and in Jesus,** whose story the Gospel tells each Sunday at Mass. The children see Jesus as fully human in his love and compassion for others and fully divine in his Resurrection.
- **Talking with God in prayer** spontaneously and in shared common prayers and prayer services. Each lesson begins and ends in prayer. The children also celebrate a forgiveness prayer service and a blessing of their lives by the Holy Spirit.
- **Testing moral choices against the expectations of the Christian community,** which keeps the Ten Commandments and Jesus' law of love. *Venture*-age children are developing their critical thinking abilities. Thinking critically in religion class helps their faith development keep pace with their human development. The *Venture* stories and activities invite the children to question, to make productive choices, and to explore alternative solutions.

## Late Close Lessons

If your *Venture* sessions continue after the last Sunday in this unit (May 10), you may wish to use the online lessons on Creation, the Ascension of Jesus, Pentecost, and parables that are available at [gospelweeklies.com/venture](http://gospelweeklies.com/venture). There also are three reproducible Late Close Lessons available in the *Venture Activity Book*. These lessons include the Greatness of Saints, Devotion to Mary, and the Descent of the Holy Spirit.



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Twitter (@catechisthelp)

## Additional Resources

- Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)
- Seasonal Resources: [gospelweeklies.com/seasonal](http://gospelweeklies.com/seasonal)
- Video Links ([gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos))
- Find resources at [CatholicTV.org/masses/CatholicTV-mass](http://CatholicTV.org/masses/CatholicTV-mass) to support or enhance your lessons.

|  <b>Creed</b> |  <b>Sacraments &amp; Liturgy</b> |  <b>Life in Christ</b> |  <b>Christian Prayer</b> |
|---|---|---|---|
| We believe and share the faith. (CCC, 180, 849, 851)  | Eucharist, Baptism  | Catholic identity; moral law  | Sign of the Cross; Baptism prayer   |
| Jesus is Lord. (CCC, 455)   | RCIA: Creeds  | Christian beliefs; Creed  | The Apostles' Creed; Children of the Light prayer service   |
| Jesus promises eternal life. (CCC, 658, 1016)   | RCIA: moral decisions   | Taking risks to give life; offering compassion  | Mercy and forgiveness prayer service  |
| Jesus suffers and dies for us. (CCC, 620, 629)  | Holy Week   | Foot washing, serving others  | Holy Thursday prayer service; Stations of the Cross   |
| Jesus is risen. (CCC, 656, 658)   | Octave of Easter  | Early Christian missionaries  | Singing Alleluia; Resurrection prayer   |
| The Church is the Body of Christ. (CCC, 805)  | Eucharist: transubstantiation   | Recognizing Christ's presence; taking an Emmaus walk  | Celebrating our Baptisms; Creation prayer   |
| The leaders of the Church teach, celebrate, and guide. (CCC, 939)                               | Good Shepherd image   | We are a caring Church; called to be like Jesus   | Marian prayers; Holy Spirit of friendship prayer service  |
| Christ's whole earthly life reveals the Father. (CCC, 516)                                      | Eucharist: We gather at Mass  | We see God in Jesus, Creation, and in the Church.   | Prayer to the Holy Spirit   |

All numbers in parentheses refer to sections in the *Catechism of the Catholic Church*.

 Bayard supports Pope Francis's call to care for our common home. Please recycle this teaching guide properly. Thank you.



## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, Jesus searches out a Samaritan woman to spread his Good News to her townspeople. The Samaritan woman's faith journey happens through conversation. She first misunderstands, and then questions, objects, and challenges Jesus—until the boundaries break down and she recognizes him as a prophet and the Messiah.

Jesus offers the woman living water, which wells up within her as faith that Jesus is the Messiah and will include Samaritans in his new community. The living water Jesus offers us is the water of Baptism. It allows the Holy Spirit to well up within us as the impulse to love and to live as Jesus did.

Jesus breaks political, religious, and social boundaries in this Gospel. To most Jewish people at that time, Samaritans were heretical foreigners. Jesus teaches the woman, and she becomes a witness to her townspeople. They believe this woman's word that Jesus is the Messiah and come to meet him themselves.

### Connecting Scripture and Doctrine

"If you knew the gift of God!" The wonder of prayer is revealed beside the well where we come seeking water: there Christ comes to meet every human being. It is he who first seeks us and asks us for a drink. Jesus thirsts; his asking arises from the depth of God's desire for us" (CCC, 2560). "The Body of the risen Christ is the spiritual temple from which the source of living water springs forth: incorporated into Christ by the Holy Spirit, 'we are the temple of the living God'" (CCC, 1179).

### Materials

- Venture Student Lesson for 3/15
- Catechism handbook, page 30
- Pens or pencils; markers, colored pencils, or crayons
- CD player and Venture/Visions CDs
- Recording or video of "Come to the Water"
- Bible, cloth, candle, matches/lighter

### Suggested Music

- "Come Back" (CD-1, #13)
- "Lenten Gospel Acclamation" (CD-1, #2)

### Lesson Resources

- Venture Activity Book, Activity #24
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)
- Video Links: [gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos)

## Single-Session Lesson Pacing Guides

*Note: These pacing guides are suggestions on how to present the lesson. Please adapt the lesson to suit your needs.*

### 60-Minute Lesson

#### Share Experiences (20 minutes)

- Gathering Prayer
- Cover Activity • Who Speaks Up? (page 1)
- Article • Find Jesus in Your Neighbor (pages 2-3)
- Discuss the first *Think* question.

#### Discover Gospel and Doctrine (20-25 minutes)

- Sunday Gospel • Jesus Talks to an Outsider (page 4)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 3)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 30.

- Our Catholic Faith (page 5)

#### Live the Gospel (15-20 minutes)

- Activity • Go on a Scavenger Hunt for Believers (pages 6-7)
- Closing Prayer

#### Take-Home

- Saints • Saint Patrick (page 8)
- Activity • Commandments 1-3: Honoring God (*Venture Activity Book*, Activity #24)
- Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.

### 90-Minute Lesson

#### Share Experiences (20-25 minutes)

- Gathering Song • "Come Back" (CD-1, #13)
- Gathering Prayer
- Cover Activity • Who Speaks Up? (page 1)
- Article • Find Jesus in Your Neighbor (pages 2-3)
- Discuss the *Think* questions related to the article.

#### Discover Gospel and Doctrine (40-50 minutes)

- Gospel Ritual • "Lenten Gospel Acclamation" (CD-1, #2)
- Sunday Gospel • Jesus Talks to an Outsider (page 4)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 3)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 30.

- Our Catholic Faith (page 5)
- Catholic Faith Word • Samaritans (page 5)

#### Live the Gospel (20-25 minutes)

- Activity • Go on a Scavenger Hunt for Believers (pages 6-7)
- Saints • Saint Patrick (page 8)
- Commandments 1-3: Honoring God (*Venture Activity Book*, #24)
- Closing Prayer

#### Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.



# Lesson Theme: Jesus gathers a family through Baptism.

## Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

### Day 1

#### Share Experiences

- Gathering Song • “Come Back” (CD-1, #13)
- Gathering Prayer (see page TG4-6)
- Cover Activity • Who Speaks Up? (page 1)
- Article • Find Jesus in Your Neighbor (pages 2–3)
- Discuss the *Think* questions related to the article.
- Closing Prayer • *Loving God, thank you for the Good News Jesus brings us. Amen.* (Repeat.)

### Day 2

#### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the Good News Jesus brings us. Amen.* (Repeat.)
- Gospel Ritual • “Lenten Gospel Acclamation” (CD-1, #2)
- Sunday Gospel • Jesus Talks to an Outsider (page 4)
- Discuss the *Think* questions related to the Gospel.
- Closing Prayer • *Loving God, thank you for the people who share your Good News with us. Amen.* (Repeat.)

### Day 3

- Gathering Prayer • *Loving God, thank you for the people who share your Good News with us. Amen.* (Repeat.)
- Connecting Gospel and Doctrine (page 3)
- Discuss the *Think* questions related to doctrine.

 **Distribute the *What the Church Believes and Teaches* handbooks. Turn to page 30.**

- Our Catholic Faith (page 5)
- Catholic Faith Word • Samaritans (page 5)
- Closing Prayer • *Dear Jesus, your love for us is Good News! Amen.* (Repeat.)

### Day 4

#### Live the Gospel

- Gathering Prayer • *Dear Jesus, your love for us is Good News! Amen.* (Repeat.)
- Activity • Go on a Scavenger Hunt for Believers (pages 6–7)
- Saints • Saint Patrick (page 8)
- Closing Prayer • *Loving God, help us to share the Good News with others. Amen.* (Repeat.)

### Day 5

- Closing Prayer • *Loving God, us to share the Good News with others. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Commandments 1–3: Honoring God (*Venture Activity Book*, #24)
- Closing Prayer (see page TG4-7)

#### Friday Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 5 together.

#### Curriculum Connections

- **Health:** Discuss with the students the importance of water for the survival of all living things. Help them to track their water intake over the course of five days to become aware of how much water they are drinking. Have them evaluate whether they are drinking enough water. If they are not, coach them in creating a plan to increase their water intake. (NHES.7.5.2)
- **Sci:** Have the students use the concept of drawing water from a well to plan an investigation that shows that the change in an object’s motion (the bucket of water) depends on the sum of the forces of the object (person pulling it up) and the mass of the object. (MS-PS2-1)

### Catholic Identity Project of the Week

People listening to the woman at the well would have recognized that Jesus is the “savior of the world” through her story. Create a graffiti wall with the word *savior*. On poster board or newsprint, write the word *savior* in big bubble letters. Direct the students write Scripture quotes, other titles for Jesus, and draw pictures of what the word *savior* means to them.

## Extending the Lesson

### Saints and Feast Days to Celebrate

- **March 17: Saint Patrick, Bishop** — Patrick was a missionary in Ireland and is credited with converting the Irish to Christianity. In Ireland, this day is celebrated as a Holy Day of Obligation. Along with Saints Brigid and Columba, Patrick is a patron saint of Ireland. **Act:** Tell someone Happy Saint Patrick’s Day.
- **March 19: Saint Joseph, Spouse of the Blessed Virgin Mary** — The Bible says that

Joseph was a “righteous” man (Matthew 1:19). This means that he was open to all that God wanted to do for and through him. Joseph is known as the protector of families and the patron saint of workers. **Pray:** Lord, help us to be open to your will as Saint Joseph was. Amen.



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Analyze the different ways people stand up for others.
- Trace the mission of the Vincentian volunteers from their founding through today.



Play and sing "Come Back" (CD-1, #13). Lyrics are available to download and print at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Have a recording of "Come to the Water" ready to play as part of your opening prayer. You can also find this song on YouTube and play it on your phone or tablet. Invite the children to get into comfortable positions to listen. After the song, bless them for the day. **Leader:** Jesus, you are living water within us. You nourish us, give us hope, and keep us alive and growing. Thank you for being with us. Bless our time together. **All:** Amen.

**Cover Activity • Who Speaks Up? (page 1)** Venture-age children have strong ideas of what is just and fair. They believe that speaking up against injustice is imperative and will have a good result. Give them time to read the cover text alone silently or aloud in pairs. Ask for volunteers to tell about each of the people featured. They may not know much about the Samaritan woman, but they will before the lesson is over.

#### Article • Find Jesus in Your Neighbor

**(pages 2-3)** Explain to the children that many religious organizations, including the Vincentians and the Benedictines, are dedicated to serving all people. They look for Jesus in every person, knowing that they serve Jesus himself when they offer help and hospitality to his people. Read aloud the first four paragraphs of this article to introduce the children to Kathleen (Kat) Brissette. Then ask for volunteers to read aloud the remainder of the article.



**Discuss the Think questions on page 3. Answers:**

1. Kat was just four years old when she began asking shoppers for pennies for the poor. 2. Vincentians see Jesus in all people, especially the poor, sick, suffering, lonely, forgotten, imprisoned, and anyone who is in need. The heart of their work is a home visit in which they listen to people, pray with them, and attempt to meet their physical needs. 3. It can feel good to concentrate on the needs of others; open-ended.

**Note:** Read the Gospel on page 4 and then return to the *Connecting Gospel and Doctrine* section (bottom, page 3).

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Recognize that Jesus invites all people to believe in him and belong to the family of God.
- Understand that believers are called to share the Good News with others.
- Identify the moral law as our shared understanding of right and wrong.

**Gospel Ritual** Gather in the space you have reserved for proclaiming the Gospel. Play and sing "Lenten Gospel Acclamation" (CD-1, #2).

#### Sunday Gospel • Jesus Talks to an Outsider (page 4)

The Sunday Gospels for Year A are from the Gospel of Matthew. During Lent, however, the Church gives us three Gospel stories from John. They are all stories of seekers who come to believe in Jesus as the Son of God and the Messiah. We read these stories during the Third, Fourth, and Fifth Sundays of Lent.

This Sunday's Gospel is a long conversation between Jesus and a woman of Samaria. Share with the children that they will learn more about the history between Samaritans and Jewish people in the *Our Catholic Faith* feature on page 5. For now, it's enough to know that the two groups did not like each other, which makes a meeting between Jesus and the woman at the well very unexpected.

Because this Gospel is a long story, have the children take turns reading the parts. Let the first child read the Narrator part, the second, Jesus, and so on around the circle. It will help the children pay attention and hear the drama in the story. Ask the children how the Samaritan woman is like someone today who is preparing to be baptized. *Both are asking questions about Jesus and about what he means in their lives.*



**Discuss the Think questions on page 4. Answers:**

1. Jesus wants the woman at the well to believe in him and to ask for the salvation he offers through Baptism. He gets her attention by asking her for water; this is intriguing because of the antagonism between Samaritans and Jews. Jesus engages her in conversation. 2. The waters of Baptism. 3. The woman at the well shares the Good News of Jesus that she has learned firsthand.



#### Connecting Gospel and Doctrine • Believers Share the Good News (page 3)

Direct the children to return to the bottom of page 3. Read the doctrine feature aloud in class as a summary of the Gospel concepts. Jesus shares the Good News with believers. We are expected to share it with others, as the Samaritan woman did.





## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, Jesus opens the eyes of a man who is blind from birth. Though he has been without physical sight, this man is the only one in the story who sees Jesus for who he really is. The man's neighbors, parents, and teachers are spiritually blind to the knowledge that Jesus is the Messiah.

This story invites us to use our eyes to see both with wonder and with faith. The opening of the eyes of the man born blind begins a conversion journey that brings him to see that Jesus must be from God. The man born blind discovers that he believes in Jesus as he answers questions from his neighbors and his teachers about how he received his sight. The man gains insight as he speaks for himself. As he interacts with others, the man reflects and recognizes Jesus as the one in whom he believes.

### Connecting Scripture and Doctrine

"Believing is possible only by grace and the interior helps of the Holy Spirit. But it is no less true that believing is an authentically human act" (CCC, 154). "The act of faith is of its very nature a free act" (CCC, 160). "Jesus makes use of signs to heal: spittle and the laying on of hands, mud and washing . . . In the sacraments Christ continues to 'touch' us in order to heal us" (CCC, 1504).

### Materials

- Venture Student Lesson for 3/22
- Catechism handbook, pages 31–32, 53
- Pens or pencils; markers, colored pencils, or crayons
- Bibles for each child
- CD player and Venture/Visions CDs
- Bible, cloth, candle, matches/lighter

### Suggested Music

- "We Will Walk With God" (CD-2, #8)
- "Lenten Gospel Acclamation" (CD-1, #2)

### Lesson Resources

- Venture Activity Book, Activity #19
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)
- Video Links: [gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos)

## Single-Session Lesson Pacing Guides

*Note: These pacing guides are suggestions on how to present the lesson. Please adapt the lesson to suit your needs.*

### 60-Minute Lesson

#### Share Experiences (20 minutes)

- Gathering Prayer
- Cover Activity • What Do I Believe In? (page 1)
- Sunday Gospel • A Man Born Blind Can See (pages 2–4)
- Discuss *Think* questions 1–3.

#### Discover Gospel and Doctrine (20–25 minutes)

- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 31–32, 53.

- Our Catholic Faith (page 5)

#### Live the Gospel (15–20 minutes)

- Activity • We Profess Faith in Jesus (pages 6–7)
- Closing Prayer

#### Take-Home

- Activity • Sacrament of Anointing of the Sick (*Venture Activity Book*, Activity #19)
- Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.

### 90-Minute Lesson

#### Share Experiences (20–25 minutes)

- Gathering Song • "We Will Walk With God" (CD-2, #8)
- Gathering Prayer
- Cover Activity • What Do I Believe In? (page 1)
- Gospel Ritual • "Lenten Gospel Acclamation" (CD-1, #2)
- Sunday Gospel • A Man Born Blind Can See (pages 2–4)
- Discuss the *Think* questions related to the Gospel.

#### Discover Gospel and Doctrine (40–50 minutes)

- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 31–32, 53.

- Our Catholic Faith (page 5)
- Catholic Faith Word • Conversion (page 5)

#### Live the Gospel (20–25 minutes)

- Activity • We Profess Faith in Jesus (pages 6–7)
- Activity • Sacrament of Anointing of the Sick (*Venture Activity Book*, Activity #19)
- Closing Prayer

#### Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.



## Lesson Theme: We believe in Jesus.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “We Will Walk With God” (CD-2, #8)
- Gathering Prayer (see page TG4-10)
- Cover Activity • What Do I Believe In? (page 1)
- Closing Prayer • *Loving God, thank you for the gift of springtime. Amen. (Repeat.)*

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the gift of springtime. Amen. (Repeat.)*
- Gospel Ritual • “Lenten Gospel Acclamation” (CD-1, #2)
- Sunday Gospel • A Man Born Blind Can See (pages 2–4)
- Discuss the *Think* questions related to the Gospel.
- Closing Prayer • *Loving God, help us to believe in you. Amen. (Repeat.)*

#### Day 3

- Gathering Prayer • *Loving God, help us to believe in you. Amen. (Repeat.)*
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.

 **Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 31–32, 53.**

- Our Catholic Faith (page 5)
- Catholic Faith Word • Conversion (page 5)
- Closing Prayer • *Loving God, help our faith in you to grow. Amen. (Repeat.)*

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Loving God, help our faith in you to grow. Amen. (Repeat.)*
- Activity • We Profess Faith in Jesus (pages 6–7)
- Closing Prayer • *Loving God, help us to share our belief in you with others. Amen. (Repeat.)*

#### Day 5

- Gathering Prayer • *Loving God, help us to share our belief in you with others. Amen. (Repeat.)*
- Weekly Lesson Assessment
- Activity • Sacrament of Anointing of the Sick (*Venture Activity Book*, Activity #19)
- Closing Prayer (see page TG4-11)

##### Friday Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.

##### Curriculum Connections

- **Tech:** Discuss with the students that people are different from one another, and depending on where people live, they may have different practices and customs. Have the students develop questions they would like to answer about people who are different from them, and assist students in using books and technology to answer their questions. The students should create a presentation to share their findings with the class. (ISTE2016.1a)
- **Health:** Show students a video about how the eye works: [youtube.com/watch?v=sya!gmx5i](https://www.youtube.com/watch?v=sya!gmx5i). Have the students create a list of ways they can protect their eyes. (NHES.7.5.2)

#### Catholic Identity Project of the Week

If we wish to help someone with a visual impairment, it is important to understand their visual needs. With this in mind, help the children learn about visual impairments and braille. Three websites that might help your class are [kidshealth.org/en/kids/visual-impaired.html](http://kidshealth.org/en/kids/visual-impaired.html), [braillebug.org/Games.asp](http://braillebug.org/Games.asp), and [cdc.gov/ncbddd/kids/vision.html](http://cdc.gov/ncbddd/kids/vision.html).

### Extending the Lesson

#### Saints and Feast Days to Celebrate

- **March 23: Saint Turibius of Mogrovejo, Bishop** — Born into Spanish nobility in 1538, Turibius served as a missionary to the native peoples of Peru. He founded the first seminary in the Western Hemisphere. **Act:** Pray for vocations to the priesthood and religious life.
- **March 24: Saint Oscar Romero** — Archbishop Romero found the courage to speak out to defend the rights of the poor in El Salvador.

This led to him being shot and killed while saying Mass. **Pray:** Lord, give us the courage to do what's right. Amen.

- **March 25: The Annunciation of the Lord** — On this day, we celebrate Mary's yes—“May it be done to me according to your word” (Luke 1:38)—to God's invitation to be the mother of Jesus. **Ask:** What is God calling me to say yes to?



## Teaching This Week's Lesson

### Share Experiences

**Objectives** • The children will:

- Review the factors upon which they base their faith.
- Analyze the Apostles' Creed as a statement of belief.
- Identify the significance of Laetare Sunday as part of Lent.



Play and sing "We Will Walk With God" (CD-2, #8). Lyrics are available to download and print at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Explain to the children that this Sunday's Gospel is about belief. We state our beliefs at Mass in a prayer called a creed. Turn to page 53 in *What the Church Believes and Teaches*. Pray aloud together the Apostles' Creed.

### Cover Activity • What Do I Believe In? (page 1)

Distribute *Venture* and give the children quiet time to write in any of the shapes on the cover. This will be an activity they can complete at home or later in the week. Invite children to share any of their answers before moving on to the Sunday Gospel.

• **Laetare Sunday** Point out the rose-colored bar at the bottom of the cover. Ask: Why is this bar rose instead of violet, the regular liturgical color for Lent? The Fourth Sunday of Lent is also known as Laetare Sunday. *Laetare* comes from a Latin word that means "to rejoice." Traditionally, this Sunday has been a day of celebration within the penitential season of Lent. This Sunday gets its name from the first few words of the traditional Latin entrance song "*Laetare Jerusalem*" ("Rejoice, O Jerusalem") from Isaiah 66:10. We rejoice that Easter is drawing near!

Share with the children that the Liturgical color in your parish church likely will remain violet in observance of Lent; however, your priest may wear rose-colored vestments.

### Discover Gospel and Doctrine

**Objectives** • The children will:

- Analyze who sees and who believes in the Gospel story.
- Explore what it means to see, both physically and spiritually.
- Define sin and distinguish between venial and mortal sin.
- Recognize David as an Old Testament ancestor of Jesus.
- Define *conversion*, identify how it factors into David's story.

**Gospel Ritual** Gather in the space you have reserved for proclaiming the Gospel. Play and sing "Lenten Gospel Acclamation" (CD-1, #2).

**Sunday Gospel • A Man Born Blind Can See (pages 2-4)** Read together the Gospel story of the man born blind. Have the children take the parts of Jesus, a disciple, the man born blind, neighbors, Pharisees, parents, and a narrator to read parts in the comic. Have the children find their parts and proclaim the Gospel as a dramatic reading.



**Discuss the Think questions on page 4. Answers:**

1. Jesus says the man was born blind so God's work could show forth in him. 2. Two times the man says Jesus made mud, put it on his eyes, told him to wash it off, and then he could see. He realizes Jesus is a prophet. 3. Because he breaks God's Law by healing the man's eyes on the Sabbath; they follow Moses, who received the Law from God, so they don't see how Jesus can be from God and break the Law of Moses. The man born blind believes that Jesus is from God because Jesus has God's power to heal. 4. They are afraid the Pharisees will expel them from the synagogue. 5. He tells them that if Jesus were not from God, he could not have made him see. They throw him out of the synagogue. 6. Jesus says he is the Son of Man, a term that means "Chosen One of God." Open-ended.



### Connecting Gospel and Doctrine • Faith Is a Gift to Be Shared (page 4)

Read this feature aloud as a summary of this Sunday's Gospel concept of seeing with the eyes of faith. The children should take away that they have a responsibility to share their faith in God with people who need to hear that Good News. The man born blind is our model of shared faith this week; last Sunday, it was the woman at the well.

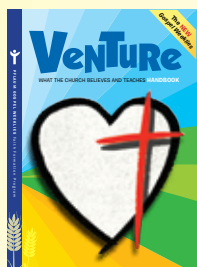


**Discuss the Think questions on page 4. Answers:**

1. Open-ended; say thanks or send a thank-you message. Share your gift with others. 2. Open-ended. Depending on the gift, we can share it in service of others through donation of time or money. Help the children identify a talent and how it might be shared in service. Teaching someone how to do something that comes easily to us can be one of the most generous ways to share a gift.



**Distribute the children's *What the Church Believes and Teaches* handbooks.**



## What the Church Believes and Teaches

## What Is Sin? (pages 31-32)

There are only two paragraphs in this section; however, they are both packed with important information. Work through them

together line by line as a large group. Then ask for volunteers to respond to the following questions to assess their understanding.

- What is sin? *Disobedience. Any word, deed, or desire that breaks God's Law.*
- What are the conditions for mortal sin? *It concerns a serious matter, the person recognizes its seriousness, and the person still chooses to commit the sin.*
- What happens if someone does not seek forgiveness for mortal sin? *It is the choice for eternal death and separation from God; one cannot enter into eternal life with God if they remain in sin.*
- How does venial sin differ from mortal sin? *It is a lesser sin against God's Law. Still wrong, it does not bring eternal punishment as a consequence.*
- How does a venial sin have the potential to become a mortal sin? *If it is repeated over and over, a venial sin can put someone at risk of committing a mortal sin.*

**Conclude** by asking for examples of venial sins. Ask the children how they can best avoid these sins.



Have the children close the *What the Church Believes and Teaches* handbooks and return to *Venture*, page 5.

## Catholic Faith Word • Conversion (page 5)

Read this definition together and help the children see how it is at the heart of the journey to Baptism.

**Our Catholic Faith • David Is Chosen King**  
(page 5) The *Catechism of the Catholic Church* reminds

that “the Church, especially during Advent and Lent and above all at the Easter Vigil, re-reads and re-lives the great events of salvation history in the, ‘today,’ of her liturgy” (CCC, 1095).

This Sunday, the liturgy features David. Introduce this feature by reading aloud the questions next to the drawing of the seven young men at the bottom of the page. Give children time to voice their opinions. Take turns reading the page aloud until the first direction in blue in the second column. Distribute Bibles and let the children complete the page alone or in pairs. Pray verses 1–14 of Psalm 139 together as a class.

## Live the Gospel

**Objectives • The children will:**

- Appreciate the ways they profess their faith in Jesus.
- Complete their own creed statements.
- Trace how, like the man born blind, their faith can grow.
- Connect the Creed with their baptismal promises.
- Lead a prayer service on living as children of the light, based on Ephesians 5:8–14.

**Living the Gospel • We Profess Faith in Jesus**  
(pages 6-7) This activity continues the Lenten Baptism series

by introducing the Creed. Read aloud as a class the four paragraphs in the left-hand column of page 6. Complete the Creed Quiz as a group. **Answers:** *Nicene, Apostles', Apostles', Nicene.* The children can complete the acrostic individually. **Acrostic answers:** *Apostles, Father, Christ, Son, Spirit, rose, holy, forgiveness, life.*


Page 7 calls for more personal statements of faith from the children. Read the introductory paragraphs aloud together. Then give children time to complete the activity on their own. Have crayons, markers, or colored pencils available for those who wish to color their flower.

**Closing Prayer • We Are Children of the Light**  
(page 8) Gather in the prayer space around a lighted

candle. Distribute taper candles to the children. Read aloud the introduction, arrange the children into three groups, and pray aloud this service together. Play and sing "Gospel Lenten Acclamation" together and complete the activity.

Encourage the children to read Genesis 1:1–5 at home and try to spot Mercury and Venus on Tuesday, March 24.

## Lesson Wrap-Up



November 12, 2017

Gospel Landings is Ordinary Time  
Week 8

Name \_\_\_\_\_

**Answer the following questions based on the lesson.**

1. In the Sunday Gospel, what do we learn from the football girls' mistake?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What is their consequence for getting more off?

\_\_\_\_\_

\_\_\_\_\_

3. Name two steps we can prepare for Jesus' Second Coming:

\_\_\_\_\_

\_\_\_\_\_

4. When do we pray psalms?

\_\_\_\_\_

5. In the story "The Happy Dance," why isn't Juan prepared for the talent show?

\_\_\_\_\_

\_\_\_\_\_

**Gospel Weeklies**

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# Running

The 10 most common injuries that affect runners and how to prevent them.

## Running Out of Breath

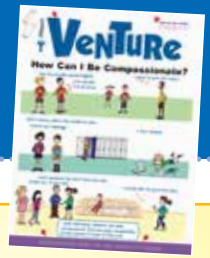
If you're a runner, you know that running is a great way to stay fit and healthy. But if you're having trouble breathing while running, it could be a sign of a respiratory problem. Here are 10 common causes of running-related breathing problems and how to prevent them.



Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #19 from the *Venture Activity Book* as a take-home activity or lesson wrap-up.





## For Catechists and Teachers

### Scripture Background

The raising of Lazarus in this Sunday's Gospel readies us for celebrating Jesus' own Resurrection at Easter. Jesus risks his life to help his friends Mary, Martha, and Lazarus. Many believe in Jesus because of this sign. This Gospel calls us to believe that Jesus can do more than raise us back to life as he did Lazarus; it calls us to believe that we will share God's life forever with the Risen Lord Jesus.

Martha's confession of faith in her dialogue with Jesus expresses the voice of the community that gives us John's Gospel. For them and for us, the death of those we love challenges us to find and speak our own faith in Jesus. Like Martha, Mary, and Lazarus, we are all disciples whom Jesus loves.

### Connecting Scripture and Doctrine

In John's Gospel, Jesus is the preexistent Word who was with God in the beginning and was God (John 1:1-2). Even before Jesus' Resurrection, John's Gospel anticipates the glory to which his Passion and Death will lead. "Jesus links faith in the resurrection to his own person: 'I am the Resurrection and the life.' It is Jesus himself who on the last day will raise up those who have believed in him" (CCC, 994). "The Resurrection of Jesus is the crowning truth of our faith in Christ, a faith believed and lived as the central truth by the first Christian community; handed on as fundamental by Tradition; established by the documents of the New Testament; and preached as an essential part of the Paschal mystery along with the cross" (CCC, 638).

### Materials

- Venture Student Lesson for 3/29
- Catechism handbook, pages 32 and 51
- Pens or pencils, dice, scissors
- Bibles for each child
- CD player and Venture/Visions CDs
- Bible, cloth, candle, matches/lighter

### Suggested Music

- "We Will Walk With God" (CD-2, #8)
- "Lenten Gospel Acclamation" (CD-1, #2)

### Lesson Resources

- Venture Activity Book, Activity #21
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)
- Video Links: [gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos)

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions on how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (20 minutes)

- Gathering Prayer
- Cover Activity • How Can I Be Compassionate? (page 1)
- Article • Remember the Children (pages 2-3)
- Discuss the first *Think* question.

#### Discover Gospel and Doctrine (20-25 minutes)

- Sunday Gospel • Martha and Mary Believe in Jesus (pages 4-5)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 32 and 51.

#### Live the Gospel (15-20 minutes)

- Activity • Take a Risk to Give Life (pages 7-8)
- Closing Prayer

#### Take-Home

- Saints • Saint Marguerite d'Youville (page 6)
- Activity • Sacrament of Matrimony (*Venture Activity Book*, Activity #21)
- Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 6 together.

### 90-Minute Lesson

#### Share Experiences (20-25 minutes)

- Gathering Song • "We Will Walk With God" (CD-2, #8)
- Gathering Prayer
- Cover Activity • How Can I Be Compassionate? (page 1)
- Article • Remember the Children (pages 2-3)
- Discuss the *Think* questions related to the article.

#### Discover Gospel and Doctrine (40-50 minutes)

- Gospel Ritual • "Lenten Gospel Acclamation" (CD-1, #2)
- Sunday Gospel • Martha and Mary Believe in Jesus (pages 4-5)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 32 and 51.

#### Live the Gospel (20-25 minutes)

- Activity • Take a Risk to Give Life (pages 7-8)
- Catholic Faith Word • Mercy (page 8)
- Saints • Saint Marguerite d'Youville (page 6)
- Activity • Sacrament of Matrimony (*Venture Activity Book*, Activity #21)
- Closing Prayer

#### Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 6 together.



## Lesson Theme: Baptism celebrates our Easter faith.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “We Will Walk With God” (CD-2, #8)
- Gathering Prayer (see page TG4-14)
- Cover Activity • How Can I Be Compassionate? (page 1)
- Article • Remember the Children (pages 2–3)
- Discuss the *Think* questions related to the article.
- Closing Prayer • *Loving God, thank you for the new life we see in springtime. Amen. (Repeat.)*

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the new life we see in springtime. Amen. (Repeat.)*
- Gospel Ritual • “Lenten Gospel Acclamation” (CD-1, #2)
- Sunday Gospel • Martha and Mary Believe in Jesus (pages 4–5)
- Discuss the *Think* questions related to the Gospel.
- Closing Prayer • *Loving God, thank you for the life in Heaven that you promise us. Amen. (Repeat.)*

#### Day 3

- Gathering Prayer • *Loving God, thank you for the life in Heaven that you promise us. Amen. (Repeat.)*
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Think* questions related to doctrine.



**Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 32 and 51.**

- Closing Prayer • *Loving God, help us to trust you with our lives. Amen. (Repeat.)*

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Loving God, help us to trust you with our lives. Amen. (Repeat.)*
- Activity • Take a Risk to Give Life (pages 7–8)
- Catholic Faith Word • Mercy (page 8)
- Saints • Saint Marguerite d'Youville (page 6)
- Closing Prayer • *Loving God, thank you for the promise that death leads to new life. Amen. (Repeat.)*

#### Day 5

- Closing Prayer • *Loving God, thank you for the promise that death leads to new life. Amen. (Repeat.)*
- Weekly Lesson Assessment
- Sacrament of Matrimony (*Venture Activity Book*, Activity #21)
- Closing Prayer • (see page TG4-15)

##### Friday Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 6 together.

##### Curriculum Connections

- **ELA:** Introduce the students to argumentative essays. Have them select an argument to write about and then research the topic. Lead the students through a graphic organizer to organize their argument and develop their claims before writing the essay. The students should have an opportunity to share their arguments with one another. (CCSS.ELA-Literacy.W.6.1)
- **Math:** Provide the students with a set of coordinates to act as vertices. Then invite the students to draw polygons in the coordinate plane given those coordinates. (CCSS.Math.Content.6.G.A.3)

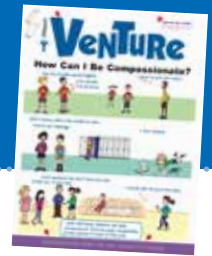
#### Catholic Identity Project of the Week

One of the Corporal Works of Mercy is to “bury the dead.” Very few of us are involved in the actual act of burying the dead; however, we are able to support those who have lost people close to them. Have your students make cards for members of the parish who have lost loved ones. These cards can be nonspecific and given to the parish secretary to hand out at appropriate times.

### Extending the Lesson

#### Saints and Feast Days to Celebrate

- **April:** Month of the Holy Eucharist
- **April 2:** 15th Anniversary of the Death of Saint John Paul II
- **April 4:** Saint Benedict the Moor – Born in Italy, Benedict’s parents were African slaves. Benedict was given his freedom as a boy and lived a holy life as a cook known for his faith. **Ask:** What profession will I choose that can serve God?
- **April 4:** Saint Isidore, Bishop and Doctor of the Church – As archbishop of Seville, Isidore made a big impact on the seventh-century Church—in Spain and beyond. From ministering to the poor and opening schools to train priests to writing doctrinal summaries of the Trinity and Incarnation, Isidore organized and guided the Church of Spain. He was named a Doctor of the Church.



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Identify ways they can act with compassion.
- Analyze the events that lead to the Holocaust.
- Establish how studying history can prevent horrific acts in the present.



Gather the children in a prayer circle. Play and sing "We Will Walk With God" (CD-2, #8). Lyrics are available to download and print at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Remain in the prayer circle. Share with the children that this lesson will focus on compassion. When we are compassionate with others, we see their distress and do our best to make things better for them. Invite the children to consider silently how they have showed compassion for someone else this week and how someone has offered them compassion recently. After a moment, **pray aloud:** Lord Jesus, you shared friendship and faith with the woman at the well. You cured the blind man. This Sunday, you raise your friend Lazarus from death. We thank you for your compassionate love. Remind us to be aware of the needs of others and to be ready to help. **All:** Amen.

**Cover Activity • How Can I Be Compassionate? (page 1)** Distribute *Venture* and invite the children to describe the three school situations in the cover illustration. Read the question and accept all answers as options for compassionate behavior. Then show the children how to fold the page lengthwise (as in the diagram at upper left) to see and discuss the compassionate solutions the artist envisioned. *Note: Do not tape or staple the cover at this time so the children can read the article on pages 2–3.*

**Article • Remember the Children (pages 2–3)** This article traces the events that led to the murder of six million Jewish people during the Holocaust. Discuss why it's important to study these events so that we do not repeat them. Then read aloud the article together as a class.

**Note:** The enormity and horror of the Holocaust is difficult for many adults to discuss, and children should not be exposed to much of its detail. But its complex dynamic of active enforcers, innocent victims, and silent bystanders makes the Holocaust an event from which the whole world must learn. Learning about the Holocaust and painting the tiles is a way for children to become aware of and prevent prejudice and intolerance. Your students may benefit from drawing their own pictures expressing how they feel after reading the article. For information about the museum, visit online at [ushmm.org](http://ushmm.org).



Discuss the *Think* questions on page 3. **Answers:**

1. Hitler convinced others that Jews and other groups were inferior and did not deserve to live. 2. It helps them express their feelings about the children who were victims of the Holocaust; open-ended. 3. The horror of the Holocaust—and the things that led to it happening—must be discussed and remembered. In this way, we can more readily identify and prevent similar acts from happening in our time. This is why survivors say, "We must never forget." The family histories of people who died in the Holocaust were similarly wiped out of memory. Our shared family stories can give us strength. 4. Open-ended.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Identify ways Jesus gives people life and raises them up.
- Connect the Gospel of raising Lazarus with Jesus' Resurrection.
- Appreciate how Jesus' life-giving actions put his life at risk.
- Understand the call to work for the common good.

**Gospel Ritual** Gather in the space you have reserved for proclaiming the Gospel. Play and sing "Lenten Gospel Acclamation" (CD-1, #2).

**Sunday Gospel • Martha and Mary Believe in Jesus (pages 4–5)** Read through the seven Gospel scenes ahead of time to determine how your class can make a play out of the Gospel story. Assign parts to volunteers. Invite the children to develop and add to their own parts spontaneously as the dialogue moves along, reflecting their character's point of view.



Discuss the *Think* questions on page 4. **Answers:** 1. They hope Jesus will come and heal Lazarus as he has healed so many others. They are afraid the people who tried to stone Jesus will attempt to kill him again. Thomas expresses the group's loyalty, combined with feelings of apprehension and resignation about Jesus' probable death. 2. Martha moves from belief in Jesus' healing power to believing Jesus is the resurrection and the life, the Messiah. 3. Jesus wants his friends to believe in him and is glad when they do. He promises that people who believe in him will share eternal life with him. 4. This story reminds us of the central truths of Christianity—that Jesus died and rose again, and that we will be raised by Jesus to live eternally with God in Heaven.







## For Catechists and Teachers

### Scripture Background

The liturgy of Palm Sunday of the Lord's Passion anticipates the whole drama of Holy Week. Jesus' triumphal entry into Jerusalem hints at his Resurrection. The Passion Gospel moves us from triumph to tragedy. Its scenes tell not only of Jesus' suffering and Death, but also of Judas's betrayal, Peter's denial, and a soldier's faith. We hear the Passion story according to Matthew on Sunday, reenact parts of it on Holy Thursday, and then read John's Passion narrative on Good Friday.

### Connecting Scripture and Doctrine

"Jesus' entry into Jerusalem manifests the coming of the kingdom that the Messiah-King, welcomed into his city by children and the humble of heart, is going to accomplish by the Passover of his Death and Resurrection" (CCC, 570). "Jesus' redemptive death fulfills Isaiah's prophecy of the suffering Servant. Indeed Jesus himself explained the meaning of his life and death in the light of God's suffering Servant. After his Resurrection he gave this interpretation of the Scriptures to the disciples at Emmaus, and then to the apostles" (CCC, 601).

### Materials

- Venture Student Lesson for 4/5
- Catechism handbook, page 57
- Pens or pencils; markers or colored pencils; writing paper; scissors; tape or stapler; Bibles for each child
- CD player and Venture/Visions CDs
- Bible, cloth, candle, matches/lighter
- Optional: palm branches; recording and/or lyrics for "All Glory, Laud and Honor"
- Prep: assemble sample of *My Good Friday Stations of the Cross* booklet

### Suggested Music

- "Lord By Your Cross" (CD-1, #16)
- "Lenten Gospel Acclamation" (CD-1, #2)

### Lesson Resources

- Venture Activity Book, Activity #17
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions on how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (20 minutes)

- Gathering Prayer
- Cover Activity • We Celebrate Holy Week (page 1)
- Story • James Says Goodbye (pages 2-3)
- Discuss the first *Think* question.

#### Discover Gospel and Doctrine (20-25 minutes)

- Sunday Gospel • Palm/Passion Gospel (page 3)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 3)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 57.

- Our Catholic Faith (page 4)

#### Live the Gospel (15-20 minutes)

- Activity • My Good Friday Stations of the Cross (pages 5-8)
- Closing Prayer

#### Take-Home

- Activity • Sacrament of Eucharist (*Venture Activity Book*, Activity #17)
- Remind the children to share their lesson with their families and do together the *With My Family and Friends* activities and prayer on page 5 (back of the *My Good Friday Stations of the Cross* booklet).

### 90-Minute Lesson

#### Share Experiences (20-25 minutes)

- Gathering Song • "Lord By Your Cross" (CD-1, #16)
- Gathering Prayer
- Cover Activity • We Celebrate Holy Week (page 1)
- Catholic Faith Word • Hosanna and Jesus (page 1)
- Story • James Says Goodbye (pages 2-3)
- Discuss the *Think* questions related to the story.

#### Discover Gospel and Doctrine (40-50 minutes)

- Gospel Ritual • "Lenten Gospel Acclamation" (CD-1, #2)
- Sunday Gospel • Palm/Passion Gospel (page 3)
- Connecting Gospel and Doctrine (page 3)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 57.

- Our Catholic Faith (page 4)

#### Live the Gospel (20-25 minutes)

- Activity • My Good Friday Stations of the Cross (pages 5-8)
- Activity • Sacrament of Eucharist (*Venture Activity Book*, #17)
- Closing Prayer

#### Take-Home

Remind the children to share their lesson with their families and do together the *With My Family and Friends* activities and prayer on page 5 (back of the *My Good Friday Stations of the Cross* booklet).



## Lesson Theme: We celebrate Jesus' love for us.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • "Lord By Your Cross" (CD-1, #16)
- Gathering Prayer (see page TG4-18)
- Cover Activity • We Celebrate Holy Week (page 1)
- Catholic Faith Word • Hosanna and Jesus (page 1)
- Story • James Says Goodbye (pages 2–3)
- Discuss the *Think* questions related to the story.
- Closing Prayer • *Dear Jesus, we welcome you into our hearts and lives. Amen.* (Repeat.)

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Dear Jesus, we welcome you into our hearts and lives. Amen.* (Repeat.)
- Gospel Ritual • "Lenten Gospel Acclamation" (CD-1, #2)
- Sunday Gospel • Palm/Passion Gospel (page 3)
- Discuss the *Think* questions related to the Gospel.
- Closing Prayer • *Dear Jesus, thank you for your great love for us. Amen.* (Repeat.)

#### Day 3

- Gathering Prayer • *Dear Jesus, thank you for your great love for us. Amen.* (Repeat.)
- Connecting Gospel and Doctrine (page 3)
- Discuss the *Think* questions related to doctrine.



**Distribute the *What the Church Believes and Teaches* handbooks. Turn to page 57.**

- Our Catholic Faith (page 4)
- Closing Prayer • *Dear Jesus, thank you for suffering and dying to save us. Amen.* (Repeat.)

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Dear Jesus, thank you for suffering and dying to save us. Amen.* (Repeat.)
- Activity • My Good Friday Stations of the Cross (pages 5–8)
- Closing Prayer • *Dear Jesus, thank you for opening the gates of Heaven for us. Amen.* (Repeat.)

#### Day 5

- Closing Prayer • *Dear Jesus, thank you for opening the gates of Heaven for us. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Activity • Sacrament of Eucharist (*Venture Activity Book*, #17)
- Closing Prayer • (see page TG4-19)

##### Friday Take-Home

Remind the children to share their lesson with their families and do together the *With My Family and Friends* activities and prayer on page 5 (back cover of the *My Good Friday Stations of the Cross* booklet).

##### Curriculum Connections

- **Math:** Give each student a unique multiplication equation and have them create a word problem that expresses the equation as a verbal statement. (CCSS.Math.Content.4.OA.A.1)
- **SS:** Explain to the students that civic values and democratic principles exist to guide the government and protect people from unfair arrests. Ask the students to identify those values and principles that guide the classroom, local community, and government. (D2.Civ.8.3-5)

#### Catholic Identity Project of the Week

Jesus repeatedly asked his disciples to keep watch while he prayed, but they did not; instead they slept. Often in our own lives, we ignore people who ask us to do something in order to do something we want to do more. Have each student identify one thing their parents repeatedly ask them to do and commit to doing it either the first time they are asked or without even being asked. Next week, take a few minutes to reflect and discuss how they did.

### Extending the Lesson

#### Saints and Feast Days to Celebrate

- **April 5: Saint Vincent Ferrer** – Vincent is known for his preaching, missionary work, and strong faith. He worked hard to mend a divided Church. **Pray:** Lord make me a peacemaker. Amen.
- **April 5: World Youth Day** – Celebrated internationally every three years, World Youth Day is celebrated locally every year on Palm Sunday. This year's theme is based on Jesus' words to the widow's son who had died, "Young man, I say to you, arise" (Luke 7:14).
- **April 7: Saint John Baptist de la Salle** – John focused his ministry on teaching the poor so that they could recognize their dignity as children of God and rise above poverty. He gave away his wealth to establish the Institute of the Brothers of the Christian Schools.



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Participate in a Palm Sunday procession.
- Define *hosanna* as an ardent prayer and *Jesus* as its joyful response.
- Connect the experience of death of a young person with their Holy Week journey.



Play and sing "Lord By Your Cross" (CD-1, #16). Lyrics are available at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Have a recording of the Palm Sunday song "All Glory, Laud and Honor" playing as the children assemble. Or just have the lyrics available and you or a music minister can lead the singing. Distribute palms and ask one of the children to lead the marching around the room, holding their palms high. Lead the children in the following prayer. **Leader:** Dear Jesus, this Sunday we begin the commemoration of your suffering and Death and of your glorious Resurrection to new life. Be with us. Send your Holy Spirit into our minds and hearts. **All:** Amen.

#### Cover Activity • We Celebrate Holy Week

**(page 1)** Ask the children what they know about Palm Sunday. Most have good associations with processions and palms. Recall the Gospels of Lent that you have studied. Share that the Jewish leaders are frightened that Jesus will change the balance of power they have with the Romans. They do not like Jesus' teaching. After Jesus raises Lazarus from the dead, they begin to look for ways to kill him.

Read aloud the Gospel for Procession with Palms, Matthew 21:1–11. Fill in the missing words in the Palm Sunday puzzle.

**Answers:** branches; road; Blessed; name; Son; Nazareth; Galilee.

#### Catholic Faith Words • Hosanna and Jesus

**(cover)** Have the children read the definitions. Point out that *Hosanna* is like a prayer: "God, save your people!" and that *Jesus* is like an answer to prayer: "God will save the people."

**Story • James Says Goodbye (pages 2–3)** This is a true story about a boy's final months with leukemia. He is at peace with death and has an inner strength and holiness that touches others' lives. Introduce the story by asking children if any have experienced death among family members or close friends. Do not comment on the experiences now; the children will have a chance to speak during the discussion. Have the children read the story aloud as a class.



Discuss the *Think* questions on page 3. **Answers:**

1. He accepts his illness, he knows he's going to die soon; he's not afraid of dying. 2. Fishing in the river, the special remembering place. Ask the children to share any special places they have, when they go there, and why this place is special. 3. His forgiveness and desire to be forgiving; happy memories.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Dramatize and reflect on the events of Palm Sunday, Holy Thursday, Good Friday, and Easter.
- Celebrate a foot-washing service for Holy Thursday.
- Identify and honor great Christian servants.

**Gospel Ritual** Gather in the space you have reserved for proclaiming the Gospel. Play and sing "Lenten Gospel Acclamation" (CD-1, #2).

#### Sunday Gospel • Palm/Passion Gospel

**(page 3)** You may choose to read Matthew's account of Jesus' Passion (suffering) and Death, or assign it as homework. You will read John's account of the Passion story in the *My Good Friday Stations of the Cross*, pages 5–8.



#### Connecting Gospel and Doctrine • Jesus Suffers and Dies for Us (page 3)

Read aloud this Church teaching related to the Passion of Jesus. At its center, it is the story of Jesus' suffering and his great sacrificial love for us.

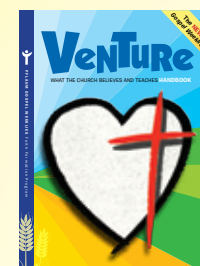


Discuss the *Think* questions on page 4. **Answers:**

1. Open-ended. Encourage all of the children to share someone who fits this description. They will need a name for the Our Catholic Faith activity on page 4. 2. Open-ended.



Distribute the children's *What the Church Believes and Teaches* handbooks.



#### What the Church Believes and Teaches

The Way of the Cross  
(page 57)

**Turn** to page 57 and direct the children's attention to the simple illustrations of the Stations of the Cross. The artist uses stick figures to illustrate the action of each station. Compare this with the illustrations in the *My Good Friday Stations of the Cross* booklet.

**Ask** the children what the stations in their parish church look like. Why is it important to show the story of Jesus' Passion in different ways?

**Visit** the church together to walk through the stations and talk about what happened to Jesus on his way to the Cross.

**Have** the children close the *What the Church Believes and Teaches* handbooks and return to *Venture*, page 4.



Tell the children that people have meditated on Jesus' path to crucifixion since the time of the first Christians. Explain that the booklet is designed to help them pray about each of fourteen traditional steps of Jesus' journey, as well as about his Resurrection to new life.

Direct the children to look again at the art in the booklet. Artist Charles Ndege painted these Stations of the Cross on the walls of St. Joseph Church, Mwanza, Tanzania, in East Africa.

Meditate on the stations together, allowing time for the children to appreciate each piece of art as you pray. Arrange the class into two groups: one to read the regular type and one to respond with the words printed in green.

**Closing Prayer • Resurrection Prayer** Lead the children in the following prayer in anticipation of Easter Sunday. **Leader:** On the third day, Jesus, you rose again. What a happy day for your mother! What a joyful day for your friends! What a glorious day for us! Help us live your way of love and hope, knowing we have eternal life. **All:** Amen.

### With My Family and Friends

Remind the children to share their *Gospel Weeklies* with their families and do the *With My Family and Friends* activities and prayer together.

**Our Catholic Faith • Jesus Washes His Friends' Feet (page 4)** Read aloud the first column and discuss the question as a class. Have the children write their individual responses on a separate sheet of paper.

Read the instructions for the Great Christian Service Award. Ask the children to recall their responses to the first question in the Connecting Gospel and Doctrine section on page 3. You may also choose to brainstorm to help the children think of other people they know who serve others. Have them write their nominations and reasons on the lines provided.

**Jesus Celebrates the Last Supper with His Friends (page 4, bottom)** The Eucharist we celebrate at Mass recalls the events of Holy Thursday. Jesus is a servant leader: he has washed his friends' feet. Now, he gives his Body and Blood. Celebrate this prayer service together.

## Live the Gospel

**Objectives •** The children will:

- Create a Stations of the Cross booklet.
- Pray the Stations of the Cross as part of their Good Friday journey.

**Activity • My Good Friday Stations of the Cross (pages 5-8)** On Good Friday, we read from John's Passion story. This booklet is based John 18:1—19:42. It begins with the first station when Jesus is condemned to death by crucifixion.

If you have not already done so, instruct the children to separate the booklet pages from pages 1–4 in their lesson. Lay the two pages on top of each other (see assembly directions). Make your own booklet ahead of time so you are sure how it goes together. You may want to staple the children's booklets to keep the pages in place.

## Lesson Wrap-Up

**Venture** November 12, 2017 2018 Stations of the Cross Year 6

Name: \_\_\_\_\_

Answer the following questions based on the lesson.

1. In the Sunday Gospel, what do we learn from the foolish girl's mistake?
2. What is the consequence for getting more oil?
3. Name two ways we can prepare for Jesus' Second Coming.
4. When do we pray psalms?
5. In the story "The Sleepy Dancer," why isn't Alan prepared for the talent show?

**GospelWeeklies**

Name: \_\_\_\_\_

**The Easter Bunny: Jesus' Gift to Us**

Instructions: Draw a picture of the Easter Bunny. The Easter Bunny is a symbol of new life and hope. Draw the bunny in the space provided. Write the words "Easter Bunny" in the space provided.

**Answers:**

1. The Easter Bunny is a symbol of new life and hope.
2. The Easter Bunny is a symbol of new life and hope.
3. The Easter Bunny is a symbol of new life and hope.
4. The Easter Bunny is a symbol of new life and hope.
5. The Easter Bunny is a symbol of new life and hope.

**Woolies**

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #17 from the *Venture Activity Book* as a take-home activity or lesson wrap-up.





## For Catechists and Teachers

### Scripture Background

Easter Sunday celebrates the core of Christian faith: that God raised Jesus, who was crucified, from the dead. The promise of Jesus is that all who believe in him will be raised up. The act of raising Jesus from the dead reveals most ultimately who God is—the one who gives life. By accepting death, Jesus also reveals who God is. The power that gives life, as Jesus reveals it, is love, especially its concrete forms such as forgiving, serving others, and giving one's life.

### Connecting Scripture and Doctrine

"Faith in the Resurrection has as its object an event which is historically attested to by the disciples, who really encountered the Risen One. At the same time, this event is mysteriously transcendent insofar as it is the entry of Christ's humanity into the glory of God" (CCC, 656). "The Paschal mystery has two aspects: by his death, Christ liberates us from sin; by his Resurrection, he opens for us the way to a new life. This new life is above all justification that reinstates us in God's grace, 'so that as Christ was raised from the dead by the glory of the Father, we too might walk in newness of life'" (CCC, 654).

**Editor's note:** Use this *Venture* lesson for two Sundays. Devote one class period to the cover and both Gospels, which appear on pages 2–3. If your class meets during Easter Week, do the cover first. Then save the Acts of the Apostles booklet for the second week.

### Materials

- *Venture* Student Lesson for 4/12 and 4/19
- Catechism handbook, pages 12 and 65
- Pens or pencils; scissors; stapler; markers, colored pencils, or crayons; paper clips
- Prep: assemble copy of *Witnesses Spread Jesus' Good News* booklet
- Photocopies of the cover for each pair of children
- Bibles for each child
- CD player and *Venture/Visions* CDs
- Bible, cloth, candle, matches/lighter

### Suggested Music

- "Easter Song" (CD-2, #4)
- "Send Us Your Spirit" (CD-2, #5)
- "Easter Alleluia" (CD-2, #1)

### Lesson Resources

- *Venture Activity Book*, Activity #8
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions on how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (15–20 minutes)

- Gathering Prayer
- Cover Activity • We Celebrate Jesus' Resurrection (page 1)
- Catholic Faith Word • Easter (page 1)

#### Discover Gospel and Doctrine (20–25 minutes)

- Sunday Gospel • Jesus Is Risen! (pages 2–3)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 3)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 12 and 65.

#### Live the Gospel (15–20 minutes)

- Activity • Witnesses Spread Jesus' Good News (pages 5–8)
- Closing Prayer

#### Take-Home

- Puzzle • Jesus Gives Saul a Mission (page 4)
- Activity • Paschal Mystery: The Resurrection (*Venture Activity Book*, Activity #8)
- Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 3 together.

### 90-Minute Lesson

#### Share Experiences (15–20 minutes)

- Gathering Song • "Easter Song" (CD-2, #4)
- Gathering Prayer
- Cover Activity • We Celebrate Jesus' Resurrection (page 1)
- Catholic Faith Word • Easter (page 1)

#### Discover Gospel and Doctrine (40–50 minutes)

- Gospel Ritual • "Easter Alleluia" (CD-2, #1)
- Sunday Gospel • Jesus Is Risen! (pages 2–3)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 3)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 12 and 65.

#### Live the Gospel (20–25 minutes)

- Activity • Witnesses Spread Jesus' Good News (pages 5–8)
- Puzzle • Jesus Gives Saul a Mission (page 4)
- Activity • Paschal Mystery: The Resurrection (*Venture Activity Book*, Activity #8)
- Closing Prayer

#### Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 3 together.



## Lesson Theme: Jesus rises from the dead.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “Easter Song” (CD-2, #4)
- Gathering Prayer (see page TG4-22)
- Cover Activity • We Celebrate Jesus’ Resurrection (page 1)
- Catholic Faith Word • Easter (page 1)
- Closing Prayer • *Loving God, we thank you for the new life we see in your Creation. Amen.* (Repeat.)

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, we thank you for the new life we see in your Creation. Amen.* (Repeat.)
- Gospel Ritual • “Easter Alleluia” (CD-2, #1)
- Sunday Gospel • Jesus Is Risen! (pages 2–3)
- Discuss the *Think* questions related to the Gospel.
- Closing Prayer • *Loving God, thank you for raising Jesus from the dead. Amen.* (Repeat.)

#### Day 3

- Gathering Prayer • *Loving God, thank you for raising Jesus from the dead. Amen.* (Repeat.)
- Connecting Gospel and Doctrine (page 3)
- Discuss the *Think* questions related to doctrine.

 **Distribute the *What the Church Believes and Teaches* handbooks. Turn to page pages 12 and 65.**

- Closing Prayer • *Dear Jesus, help us to put our belief in your Resurrection into action. Amen.* (Repeat.)

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Dear Jesus, help us to put our belief in your Resurrection into action. Amen.* (Repeat.)
- Activity • Witnesses Spread Jesus’ Good News (pages 5–8)
- Puzzle • Jesus Gives Saul a Mission (page 4)
- Closing Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen.* (Repeat.)

#### Day 5

- Closing Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Activity • Paschal Mystery: The Resurrection (*Venture Activity Book*, Activity #8)
- Closing Prayer • (see page TG4-23)

##### Friday Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 3 together.

##### Curriculum Connections

- **ELA:** Have the students write a nonfiction piece explaining how their family celebrates Easter. (CCSS.ELA-Literacy.4.2)
- **Tech:** Using Google translate, [k-international.com/blog/international-peace-day-how-to-say-peace-in-35-languages/](http://k-international.com/blog/international-peace-day-how-to-say-peace-in-35-languages/), or a different translation site, teach your class how to say “peace” or “peace be with you” in a few different languages. Take a video of them to send out to families, or if possible, the parish community.

## Extending the Lesson

### Saints and Feast Days to Celebrate

#### Catholic Identity Project of the Week

Divine Mercy Sunday celebrates the divine mercy of God as expressed by Jesus to Saint Faustina. Teach your class the Divine Mercy Chaplet and say it together: [kofc.org/en/resources/cis/devotionals/divinemeracy.pdf](http://kofc.org/en/resources/cis/devotionals/divinemeracy.pdf).

- **April 16: Saint Bernadette Soubirous** – This sickly daughter of a poor French miller was gifted with eighteen visions of the Blessed Virgin Mary in 1858. Lourdes has become a popular Marian shrine that attracts millions of visitors every year, many who seek healing of body or spirit. **Act:** Pray the Hail Mary today for healing.
- **April 19: Sunday of Divine Mercy** – Saint Faustina Kowalska—and God’s mercy—inspire the Divine Mercy devotion. Sister Faustina had

a vision of Christ that has become known as The Divine Mercy. **Pray:** Jesus, I trust in you. Amen.

- **April 22: Earth Day**
- **April 24: Arbor Day**
- **April 25: Saint Mark, Evangelist** – Mark drew on Peter’s witness and the churches in Jerusalem and Antioch as sources for his Gospel, which is the oldest and shortest of the four. **Pray:** Lord, help us to share your Good News. Amen.



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Recognize the signs of Easter around them.
- Celebrate Jesus' Resurrection in joyful prayer.
- Define *Easter* as the culmination of the Liturgical Year.



Play and sing "Easter Song" (CD-2, #4). Lyrics are available to download and print at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Gather in the prayer space. Distribute *Venture*, paper clips, and copies of the cover prayer. Show the children how to roll their *Venture* lessons so that the Easter candle shows and affix paper clips at both ends to keep the roll secure. Lead them in saying the prayer together. This is the blessing of the Easter Candle that is said at the Easter Vigil.

**Cover Activity • We Celebrate Jesus' Resurrection (page 1)** Before unrolling their *Venture* lesson, instruct the children to look at the Easter candle. This candle is a wonderful teaching tool because it stands before us in church. The alpha and omega stand for Jesus, the beginning and end of all Creation. The cross has five marks for Jesus' five wounds. The wavy lines at the bottom are the waters of Baptism. The year is always carved into the Easter candle because Easter is always today, never just in the past.

Distribute crayons, markers, or colored pencils. Instruct the children to remove the paper clips and lay their lessons flat. Brainstorm with the children colors that express joy, hope, life, and love and let them create their own color keys. If time permits, find the Easter candle in your parish sanctuary.

**Catholic Faith Word • Easter (page 1)** Read aloud the definition. Remind the children that Easter is also a liturgical season, not just one day.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Follow the journey of the first witnesses to the Risen Jesus.
- Recognize how the Church is committed to telling Jesus' Good News to the whole world.
- Locate the Easter season on a calendar of the Church Year.

**Gospel Ritual** Gather in the space you have reserved for proclaiming the Gospel. Play and sing "Easter Alleluia" (CD-2, #1).

**Easter Gospel and Second Sunday of Easter Gospel • Jesus Is Risen! (pages 2-3)** This long Gospel is actually three Gospels: the Easter morning Gospel, the Gospel for the Second Sunday of Easter (Divine Mercy Sunday), and the Gospel about Mary Magdalene between the two Sunday readings. If you choose to teach this lesson over two weeks, you may decide to read one Gospel this week and the other the following week.

Ask for volunteers to proclaim the parts of Narrator 1, Mary Magdalene, Narrator 2, Beloved Disciple, Jesus, and Thomas, and assign the rest of the class to be Angels and Other Disciples. Because this Gospel is so long, act it out in a large, open space, moving from one corner to the next with each new scene.



**Discuss the Think questions on page 3. Answers:**

1. They see that the stone is moved away, that the tomb is empty, the wrappings used to cover Jesus' head rolled up by itself. They think someone has taken Jesus. 2. We don't know why the evidence of the empty tomb was enough for the beloved disciple to believe. 3. She recognizes him when he calls her by name. 4. Peter was probably confused; he may have gone to tell more people about the empty tomb. He was with his friends, talking about what he saw that morning; they feared the Jews. Reassured, calmed. 5. He doubts them; he wants to see Jesus before he believes. He believes when he touches Jesus' wounds. 6. Open-ended.



**Connecting Gospel and Doctrine • Jesus Saves His Friends and Us (page 3)**

Share with the children that the stories of Jesus are not just meant for believers 2,000 years ago. Sacred Scripture is just as alive and meant for us today. Jesus gave his life for his friends and for us today. Read aloud the doctrine related to the Easter Gospels.

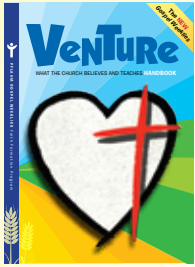


**Discuss the Think questions on page 3. Answers:**

1. Open-ended; we can listen, be present, and offer advice and assurance of our friendship. 2. Everything Jesus does obeys God's plan. Specifics include his acceptance of his beatings, his humiliation, Crucifixion, and Death. He continues to walk his disciples through their fear and disbelief. Jesus' entire life, but especially during Holy Week and Easter, is an example of obedience to God.



**Distribute the children's What the Church Believes and Teaches handbooks.**



## What the Church Believes and Teaches

**What Is the Mission of the Church? (page 12)**  
**Treasures of the Catholic Faith—the Church Year (page 65)**

**Turn** to page 65 and have the children identify where the Easter season falls in the liturgical year. Remind the children that Easter is both a day and a fifty-day season.

**Share** this Scripture background with the children. Beginning this week with the color-by-number portrait of Saul and the booklet on the first missionaries, the children will explore the Acts of the Apostles. This book is Luke's sequel to his Gospel. It begins where the Gospel ends, with Jesus' Ascension into Heaven. Because the readings this year are from Year A, we hear Matthew's version of the Ascension on that feast day.

**Turn** to page 12 and read aloud the paragraph, which includes Jesus' commissioning of his disciples in Matthew's Gospel. Look together for the key words: *disciples, baptizing, teaching, commanded, always*.

**Share** with the children that these words sum up what Jesus came to teach us. He made us disciples and wants us to continue adding to the company of disciples through Baptism. He taught us about God's love and wants us to continue teaching his commandments to love God and neighbor. Above all, Jesus wants us to know he is always with us. This message is reinforced on Pentecost when the Holy Spirit comes upon the 120 assembled disciples in tongues of flame.



Have the children close the *What the Church Believes and Teaches* handbooks and return to *Venture*, page 5.

Then carefully separate pages 5–6 from 7–8. Have the children fold pages 7–8 inside pages 5–6 to make a booklet with the "Witnesses" page as the cover. Prepare your booklet ahead of time to show the children how the pages go in order.

This booklet traces the founding of the first Christian communities, as told in the Acts of the Apostles. It provides children with an overview of Acts and directs them to read passages in chapters 2, 5, and 9. Distribute Bibles, and have your class read these passages aloud in pairs. After creating their books, the children will know the Pentecost story, Peter's sermon, the founding of the Christian community, Philip's baptizing of an Ethiopian man, Paul's conversion and journeys, and several of the women who were heads of early Christian communities.

**Crossword Answers (page 8 in booklet): Across: 2. Priscilla; 7. Lydia; 8. Ananias; 9. James; 11. daughters. Down: 1. Tabitha; 2. Paul; 3. Cornelius; 4. Lystra; 5. Tyre; 6. Barnabas; 10. Joel.**

### Puzzle • Jesus Gives Saul a Mission (page 4)

On the Sundays after Easter, we learn about the early Church in the readings from Acts of the Apostles. This puzzle page requires the children to read Acts. It could easily fill a class period if your class continues to meet in late May and June. **Answers: Note:** These may be debated. Permit all reasonable responses after the children look up the verses. Looking up the verses together as a class will generate lively discussion.

**Closing Prayer** Gather in a prayer circle. Pray the Lord's Prayer together, the prayer of Christian believers that Jesus gave his disciples and us. Play and sing "Send Us Your Spirit" (CD-2, #5) to conclude your time together.

## Live the Gospel

**Objectives • The children will:**

- Explore the Good News Jesus' disciples preach in Luke's second book, the Acts of the Apostles.
- Identify the emotions Saul experienced during his journey to faith in Jesus.

**Activity • Witnesses Spread Jesus' Good News (pages 5–8)** If you have not already completed this step, show the children how to place their *Venture* copies flat on a table or desk and gently separate pages 5–8 from 1–4.

## Lesson Wrap-Up

**Venture** November 12, 2019  
 2nd Sunday of Ordinary Time  
 Year A

Name \_\_\_\_\_

Answer the following questions based on the lessons.

1. In the Sunday Gospel, what do we learn from the foolish girl's mistake?  
 \_\_\_\_\_
2. What is the consequence for getting more oil?  
 \_\_\_\_\_
3. Name two ways we can prepare for Jesus' Second Coming.  
 \_\_\_\_\_
4. When do we pray psalms?  
 \_\_\_\_\_
5. In the story "The Happy Dance," why isn't Juan prepared for the talent show?  
 \_\_\_\_\_

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Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #8 from the *Venture Additional Activities* book as a take-home activity or lesson wrap-up.





## For Catechists and Teachers

### Scripture Background

Luke's Gospel tells a classic Christian story of the presence of the Risen Jesus in the lives of his followers. Two discouraged disciples walk home to Emmaus after Jesus' Death in Jerusalem. A stranger to whom they tell their stories explains that the Messiah was not to be a triumphant king but a suffering servant. They recognize the stranger is Jesus when he blesses, breaks, and shares bread with them. The two disciples make an inner journey of faith on their outer journey home. The Emmaus story is a description of the ideal Eucharistic liturgy—one in which we break open the Scriptures and recognize Jesus in each other when we break bread together.

### Connecting Scripture and Doctrine

"The Liturgy of the Word and Liturgy of the Eucharist together form 'one single act of worship'; the Eucharistic table set for us is the table both of the Word of God and of the Body of the Lord" (CCC, 1346). It is in the breaking of bread that his disciples recognize Jesus after his Resurrection, and it is this expression that the first Christians use to designate their Eucharistic assemblies; by doing so they signified that all who eat the one broken bread, Christ, enter into communion with him and form but one body in him" (CCC, 1329).

### Materials

- Venture Student Lesson for 4/26
- Catechism handbook, pages 21–23
- Pens or pencils; markers, colored pencils, or crayons
- Globe or world map
- Bibles for each child
- CD player and *Venture/Visions* CDs
- Bible, cloth, candle, matches/lighter

### Suggested Music

- "Fresh as the Morning" (CD-2, #10)
- "Easter Alleluia" (CD-2, #1)

### Lesson Resources

- *Venture Activity Book*, Activity #5
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)

## Single-Session Lesson Pacing Guides

*Note: These pacing guides are suggestions on how to present the lesson. Please adapt the lesson to suit your needs.*

### 60-Minute Lesson

#### Share Experiences (20 minutes)

- Gathering Prayer
- Cover Activity • How Do We Recognize Jesus? (page 1)
- Article • How the Butterfly Lady Helped the Monarchs (pages 2–3)
- Discuss the first *Think* question.

#### Discover Gospel and Doctrine (20–25 minutes)

- Sunday Gospel • Jesus' Friends Recognize Him in the Breaking of Bread (page 4)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Think* questions related to doctrine.

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 21–23.

- Our Catholic Faith (page 5)

#### Live the Gospel (15–20 minutes)

- Activity • Take an Emmaus Walk (pages 7–8)
- Closing Prayer

#### Take-Home

- Catholic Leaders • Bella's Birthday Boxes (page 6)
- Activity • God the Father (*Venture Activity Book*, Activity #5)
- Remind the children to share their lesson with their families and do the *With My Family and Friends* activities and prayer on page 8 together.

### 90-Minute Lesson

#### Share Experiences (20–25 minutes)

- Gathering Song • "Fresh as the Morning" (CD-2, #10)
- Gathering Prayer
- Cover Activity • How Do We Recognize Jesus? (page 1)
- Article • How the Butterfly Lady Helped the Monarchs (pages 2–3)
- Discuss the *Think* questions related to the article.

#### Discover Gospel and Doctrine (40–50 minutes)

- Gospel Ritual • "Easter Alleluia" (CD-2, #1)
- Sunday Gospel • Jesus' Friends Recognize Him in the Breaking of Bread (page 4)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Think* questions related to doctrine.
- Catholic Faith Word • Transubstantiation (page 5)

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 21–23.

- Our Catholic Faith (page 5)

#### Live the Gospel (20–25 minutes)

- Catholic Leaders • Bella's Birthday Boxes (page 6)
- Activity • Take an Emmaus Walk (pages 7–8)
- Activity • God the Father (*Venture Activity Book*, Activity #5)
- Closing Prayer

#### Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.



## Lesson Theme: Jesus is present when we break bread.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “Fresh as the Morning” (CD-2, #10)
- Gathering Prayer (see page TG4-26)
- Cover Activity • How Do We Recognize Jesus? (page 1)
- Article • How the Butterfly Lady Helped the Monarchs (pages 2–3)
- Discuss the *Think* questions related to the article.
- Closing Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen.* (Repeat.)

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen.* (Repeat.)
- Gospel Ritual • “Easter Alleluia” (CD-2, #1)
- Sunday Gospel • Jesus’ Friends Recognize Him in the Breaking of Bread (page 4)
- Discuss the *Think* questions related to the Gospel.
- Closing Prayer • *Dear Jesus, thank you for giving us your Body and Blood in Holy Communion. Amen.* (Repeat.)

#### Day 3

- Gathering Prayer • *Dear Jesus, thank you for giving us your Body and Blood in Holy Communion. Amen.* (Repeat.)
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Think* questions related to doctrine.
- Catholic Faith Word • Transubstantiation (page 5)



**Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 21–23.**

- Our Catholic Faith (page 5)
- Closing Prayer • *Dear Jesus, help us to believe you are really present in Holy Communion. Amen.* (Repeat.)

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Dear Jesus, help us to believe you are really present in Holy Communion. Amen.* (Repeat.)
- Catholic Leaders • Bella’s Birthday Boxes (page 6)
- Activity • Take an Emmaus Walk (pages 7–8)
- Closing Prayer • *Dear Jesus, help us to always follow your way. Amen.* (Repeat.)

#### Day 5

- Closing Prayer • *Dear Jesus, help us to always follow your way. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Activity • God the Father (*Venture Activity Book*, Activity #5)
- Closing Prayer (see page TG4-27)

##### Friday Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.

##### Curriculum Connections

- **Math:** Have the students practice converting simple written expressions into numerical expressions. For example: Add 14 and 23 then multiply by 4. (CCSS.Math.Content.5.OA.A.2)
- **SS:** Discuss with the students the fact that Jesus traveled to talk about God’s love, as he did in this Sunday’s Gospel. Ask them how they thought Jesus knew where to go. Have the students construct a map of their neighborhood so they can know where to go to tell people about Jesus. Then, in small groups, have the students construct a map of your state. (D2.Geo.1.3-5)

#### Catholic Identity Project of the Week

The two men walking along the road to Emmaus recognized Jesus when he blessed and broke the bread. Sharing the Eucharist is central to our faith and life as Catholics. Too many people in our communities are food insecure. Encourage your class to participate in the food drive organized by the older students.

### Extending the Lesson

#### Saints and Feast Days to Celebrate

- **April 29: Saint Catherine of Siena, Doctor of the Church** – Catherine was intelligent and cheerful. Although a contemplative, she took note of public affairs. **Ask:** How can private prayer influence public action?
- **April 30: Saint Pius V** – This Dominican friar was elected Pope following the Council of Trent (1545–1563). Pius was a reformer who enforced the decrees and teachings of Trent. He wore the white habit of the Dominicans, leading popes since then to wear white cassocks.
- **Month of May – Month of Our Lady**
- **May 1: Saint Joseph the Worker** – This second feast of Saint Joseph (the first is March 19) focuses on his work as a carpenter. In 1955, Pope Pius XII introduced this memorial to help workers see the dignity of human labor. **Ask:** How can work can be a source of holiness?



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Begin to identify the ways in which we experience and recognize Jesus Christ.
- Identify how a mentor leaves a legacy of service.
- Follow peers who care for Creation by assisting with monarch butterfly migration.



Play and sing "Fresh as the Morning" (CD-2, #10). Lyrics are available at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Like Easter, spring celebrates rebirth. Ask the children to think of their favorite things in God's Creation. Lead the children in offering their petitions. **Leader:** Loving God, thank you for the wonders you have created. We thank you especially for \_\_\_\_\_. (Give the children time to share their favorites. After each petition, lead the group response.) **All:** We promise to protect your Creation.

**Cover Activity • How Do We Recognize Jesus?**

**(page 1)** Distribute *VenTure* and give the children time to examine the illustrations on their own. **Differences in top illustration:** hearts on people; happy expressions; flower; hem of clothing; staffs; city and landscape changes. **Bottom:** eyes open; smiling; hearts beating; lighted lamp; Jesus is breaking bread, woman's sandals, full glass, little dish.

**Article • How the Butterfly Lady Helped the Butterflies (pages 2-3)**

This is a story about protecting Creation, but it's also the story of Mrs. Cole, the children's teacher and mentor. She loved butterflies and God's Creation and shared the importance of respecting and protecting all creatures. Ask the children to think about people they know who have left a positive influence. Take turns reading the article aloud.

If you think your class would like to get involved in helping butterflies, download materials from the two programs mentioned in the story—[monarchwatch.org](http://monarchwatch.org) and [journeynorth.org](http://journeynorth.org). A local garden center can also help you identify butterfly friendly plants.



**Discuss the Think questions, page 3. Answers:**

1. Mrs. Cole understood the beauty and connectedness of all of God's Creation.
2. God gave us Creation as our home; we have a responsibility to care for it, to protect it.
3. Open-ended; they can make us more mindful of our influence on our environment, especially our consumption of resources.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Identify the breaking and sharing of bread in Eucharist as a characteristic action of Jesus.
- Analyze how Jesus is with us in the Eucharist.
- Define *transubstantiation* and begin to understand its significance.
- Understand the Sacrament of Eucharist as the source and summit of Catholic worship.

**Gospel Ritual** Gather in the space you have reserved for proclaiming the Gospel. Play and sing "Easter Alleluia" (CD-2, #1).

**Sunday Gospel • Jesus' Friends Recognize Him in the Breaking of Bread (page 4)** Invite seven children to take the parts of Narrators 1 and 2, Jesus, Cleopas, and the two Disciples and proclaim the Gospel.



**Discuss the Think questions on page 4. Answers:**

1. Open-ended; sad, lost, discouraged, probably bewildered.
2. Passages of Scripture that said the Messiah had to suffer to enter into his glory, perhaps such as Isaiah 53, which describes a servant rather than a king being the one to show forth God's glory to the nations.
3. Because they recognize the truth of his words.
4. When he blesses, breaks, and gives them bread, just as he did at the Last Supper; in the Eucharist.



**Connecting Gospel and Doctrine • Jesus Is With Us in the Eucharist (page 4)**

Read this feature aloud to underscore this Sunday's Gospel theme.

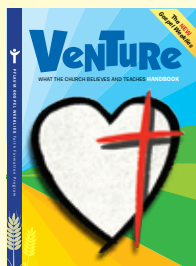


**Discuss the Think questions on page 5. Answers:**

1. Open-ended. Most children were infants at Baptism; however, they will know that their families were present. God is present in the love of our parents and grandparents. Encourage them to share their experiences of their First Reconciliation, in which they experienced God's loving forgiveness, and First Eucharist, in which we are joyfully welcomed around the table and receive the Body and Blood of Jesus.
2. The Eucharist, as they will learn this week, is a strengthening sacrament that we experience again and again. At the Last Supper, Jesus called his disciples to gather at Eucharist and remember him. It is essential that we continue to gather as a community and experience God's grace in the sacraments.



**Distribute the children's What the Church Believes and Teaches handbooks.**



## What the Church Believes and Teaches


### What Happens at the Eucharist? (pages 21–23)

**Introduce** this part of the lesson by noting that the Sacrament of Eucharist is

one of three Sacraments of Christian Initiation. Ask the children to name the other two. *Baptism and Confirmation*. Eucharist is a unique sacrament that can be received again and again.

**Turn** to page 21. Take turns reading aloud the ten paragraphs in this section. Or assign one or two paragraphs to small groups, and ask them to report the most important points to the large group. Once all groups have reported, work through the following questions together:

- How often must Catholics receive Eucharist? Why?
- How does Eucharist keep us healthy?
- What does the word *Eucharist* mean?
- Why else do we participate in Eucharist?
- What four parts does the Sacrament of Eucharist include?
- What are the words of consecration? Who says them?
- Why must we be free of sin to receive Eucharist?

 Have the children close the *What the Church Believes and Teaches* handbooks and return to *Venture*, page 5.

### Our Catholic Faith • How Is Jesus Still With Us? (page 5)

Read the feature aloud in class. Allow time for the children to work individually or in pairs to answer the three questions. Then invite volunteers to share their answers. The answers to all three questions can be: *at the Eucharist, wherever two or more gather and pray, at school, when families and friends do loving things together.*

### Catholic Faith Word • Transubstantiation (page 5)

Use this definition to summarize the Gospel message and related doctrine and to emphasize how we recognize Jesus remains present with us today. Share with the children that *transubstantiation* is a big word that describes a change we may not fully understand.

## Live the Gospel

**Objectives** • The children will:

- Take an Emmaus walk with people they have met in the Gospels of Lent and Easter.

- Identify how a peer chooses to share birthday joy with those who can't afford to celebrate.

### Catholic Leaders • Bella's Birthday Boxes (page 6)

Even a small act can make a huge difference to someone else. Read aloud this feature together. Give the children time to consider what they might pack in a birthday box.

### Living the Gospel • Take an Emmaus Walk (pages 7–8)

*Venture* provides an Emmaus walk experience for the children to continue their exploration of the new life we have in Jesus. Read the introductory paragraph at the top on page 7 aloud together. Then read the instructions for using the cards. You will stop on your walk six times to have a child role-play one of the characters from the Gospel and the other children ask questions. As you walk, ask the children to point out signs of new life around them—flowers, new leaves, birds, animals—as well as signs of Jesus' life in the people in the area—kindnesses, greetings, bird feeders, yards for pets.

**Closing Prayer** Since you are already outside your classroom, go to the church for your final prayer together. Start at the baptismal font and ask each child to call out his or her full baptismal name. Process to the Easter candle is standing and gather around it.

Ask each child to say one thing he or she learned about Jesus this year. Gather their contributions into the following prayer. **Leader:** Jesus, thank you for bringing us into your community at Baptism. We are happy to learn more about you and how you want us to live. We won't forget that we are your followers. Please bless us all. Amen. (Everyone exchanges a sign of peace.) **All:** Amen.

## Lesson Wrap-Up

**Venture** November 12, 2017  
2017 Sunday of Easter First Year A

Name: \_\_\_\_\_

Answer the following questions based on the lesson.

1. In the Sunday Gospel, what do we learn from the foolish girl's mistake?
2. What is their consequence for getting more oil?
3. Name two ways we can prepare for Jesus' Second Coming.
4. When do we pray psalms?
5. In the story "The Happy Dance" why isn't Joan prepared for the talent show?

GospelWeeklies

Name: \_\_\_\_\_

**Bella's Birthday Boxes**

Can you help Bella make a birthday box for someone who can't afford to celebrate?

Draw a picture of your birthday box.



**Venture**

Visit [gospelweeklies.com/assessment](https://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #5 from the *Venture Activity Book* as a take-home activity or lesson wrap-up.





## For Catechists and Teachers

### Scripture Background

Sunday's Gospel describes Jesus as a good shepherd who has come so that his followers might have life to the full. Shepherds lead, protect, and provide for their sheep. Shepherds know their sheep; sheep know their shepherd's voice. Shepherds in Jesus' time slept in the entrance to the sheepfold, making themselves the very gate that keeps sheep safely inside. Jesus is the gateway into the Christian community. Baptism in his name makes us members of the Church.

### Connecting Scripture and Doctrine

"The Church is a sheepfold, the sole and necessary gateway to which is Christ" (CCC, 754). "God calls each one by name. Everyone's name is sacred. The name is the icon of the person. It demands respect as a sign of the dignity of the one who bears it" (CCC, 2158).

### Materials

- Venture Student Lesson for 5/3
- Catechism handbook, pages 52-55
- Pens or pencils; scissors; markers, colored pencils, or crayons
- Bibles for each child
- Prep: cut out Call Cards (pages 7-8)
- CD player and Venture/Visions CDs
- Bible, cloth, candle, matches/lighter

### Suggested Music

- "Easter Song" (CD-2, #4)
- "The Great Commandment" (CD-2, #13)
- "Easter Alleluia" (CD-2, #1)

### Lesson Resources

- Venture Activity Book, Activity #2
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)

## Single-Session Lesson Pacing Guides

*Note: These pacing guides are suggestions on how to present the lesson. Please adapt the lesson to suit your needs.*

### 60-Minute Lesson

#### Share Experiences (20 minutes)

- Gathering Prayer
- Cover Activity • God Is Our Shepherd (page 1)
- Article • Get on the Bus (pages 2-3)
- Discuss the first *Think* question.

#### Discover Gospel and Doctrine (20-25 minutes)

- Sunday Gospel • Jesus Comes to Give Life (page 4)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 52-55.

- Our Catholic Faith (page 5)

#### Live the Gospel (15-20 minutes)

- Activity • We Are Called to Be Like Jesus (pages 7-8)
- Closing Prayer

#### Take-Home

- Activity • Our Lent Promises Continue in Easter (page 6)
- Activity • Divine Revelation and Sacred Tradition (*Venture Activity Book*, Activity #2)
- Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.

### 90-Minute Lesson

#### Share Experiences (20-25 minutes)

- Gathering Song • "Easter Song" (CD-2, #4)
- Gathering Prayer
- Cover Activity • God Is Our Shepherd (page 1)
- Article • Get on the Bus (pages 2-3)
- Discuss the *Think* questions related to the article.

#### Discover Gospel and Doctrine (40-50 minutes)

- Gospel Ritual • "Easter Alleluia" (CD-2, #1)
- Sunday Gospel • Jesus Comes to Give Life (page 4)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 52-55.

- Our Catholic Faith (page 5)

#### Live the Gospel (20-25 minutes)

- Activity • We Are Called to Be Like Jesus (pages 7-8)
- Catholic Faith Word • Vocation (page 8)
- Activity • Our Lent Promises Continue in Easter (page 6)
- Activity • Divine Revelation and Sacred Tradition (*Venture Activity Book*, Activity #2)
- Closing Prayer

#### Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.



## Lesson Theme: Jesus gives us life to the full.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “Easter Song” (CD-2, #4)
- Gathering Prayer (see page TG4-30)
- Cover Activity • God Is Our Shepherd (page 1)
- Article • Get on the Bus (pages 2–3)
- Discuss the *Think* questions related to the article.
- Closing Prayer • *Loving God, thank you for the many blessings in our lives. Amen. (Repeat.)*

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the many blessings in our lives. Amen. (Repeat.)*
- Gospel Ritual • “Easter Alleluia” (CD-2, #1)
- Sunday Gospel • Jesus Comes to Give Life (page 4)
- Discuss the *Think* questions related to the Gospel.
- Closing Prayer • *Jesus, our Good Shepherd, thank you for caring for us. Amen. (Repeat.)*

#### Day 3

- Gathering Prayer • *Jesus, our Good Shepherd, thank you for caring for us. Amen. (Repeat.)*
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.

 **Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 52–55.**

- Our Catholic Faith (page 5)
- Closing Prayer • *Jesus, our Good Shepherd, thank you for leading us to happiness. Amen. (Repeat.)*

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Jesus, our Good Shepherd, thank you for leading us to happiness. Amen. (Repeat.)*
- Activity • We Are Called to Be Like Jesus (pages 7–8)
- Catholic Faith Word • Vocation (page 8)
- Activity • Our Lent Promises Continue in Easter (page 6)
- Closing Prayer • *Jesus, our Good Shepherd, help us to always follow you. Amen. (Repeat.)*

#### Day 5

- Closing Prayer • *Jesus, our Good Shepherd, help us to always follow you. Amen. (Repeat.)*
- Weekly Lesson Assessment
- Activity • Divine Revelation and Sacred Tradition (*Venture Activity Book*, Activity #2)
- Closing Prayer (see page TG4-31)

##### Friday Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.

##### Curriculum Connections

- **Sci:** Provide the students with a variety of random objects and arrange the objects into pairs. Instruct the students to use the objects to create three different gates which open and close. The students need to write a brief report explaining which gate works the best and why. (3-5-ETS1-2)
- **ELA:** Pass out a magazine ad to each student and have them write a descriptive or narrative paragraph(s) of the advertisement. Students should use intensive pronouns and avoid vague pronouns in their piece. (CCSS.ELA-Literacy.L.6.1.B, D)

#### Catholic Identity Project of the Week

Scripture often references sheep and shepherds. Usually, Jesus is portrayed as the shepherd and we are his flock of sheep. Invite the students to reflect on what this means in their relationship with God. Allow them to reflect by writing or drawing and to share their reflection with the group.

### Extending the Lesson

#### Saints and Feast Days to Celebrate

- **May 3: World Day of Prayer for Vocations** – Today we pray for faith and grace for those called to the priesthood, religious life, and missionary life.
- **May 3: Saints Philip and James, Apostles** – Although we know nothing remarkable about these men from the Gospels, Jesus chose them to be among the Twelve. **Ask:** How can we be faithful in quiet yet important ways?
- **May 7: Saint Rosa Venerini** – When Rose gathered neighborhood women to pray the Rosary, she found many were uneducated and knew little of their Catholic faith. Before her death in 1728, Rose founded forty free public schools for girls in Italy. The teachers she organized became known as the Religious Teachers Venerini.
- **May 7: National Day of Prayer (USA)**



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Explore the imagery of Psalm 23 and the metaphor of the Good Shepherd.
- Recognize how loving volunteers help children with parents in prison.



Play and sing "Easter Song" (CD-2, #4). Lyrics are available to download and print at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

#### Gathering Prayer and Cover Activity • God Is Like a Shepherd (page 1)

Give the children time to read the psalm quietly to themselves and find the images in the illustration. Gather in a prayer circle. Read the psalm aloud with a different child reading every sentence or divide the group into three and have each group read a section. After each section, lead everyone in the following **response**: The Lord is my shepherd; there is nothing I shall want. Alleluia.

**Article • Get on the Bus (pages 2-3)** This story tells what can happen when people are open to the nudgings of the Holy Spirit. Sister Suzanne Jabro and others listened to the women in prison tell them that they most needed to see their children. From this simple listening and the small kindness of bringing just nine women their children, a big program grew, one that is dependent on volunteers of all ages from all faiths. The children will enjoy taking turns reading this story aloud. Remind them that visiting the imprisoned is a Work of Mercy.



**Discuss the Think questions, page 3. Answers:**

1. Open-ended; guilty, lonely, sad. 2. Happy and excited, but they could have anger or resentment too from being separated from their parent. 3. They know that families need to be together, that parents and kids need to hug and talk in person. Both parents and kids will deal better with their parents' prison time if they have these breaks in their separation.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Expand their exploration of the image of the Good Shepherd.
- Connect Jesus as the Good Shepherd with caring people they know.
- Find representations of Mary in their parish churches.
- Increase their familiarity with the Marian prayers.

**Gospel Ritual** Gather in the space you have reserved for proclaiming the Gospel. Play and sing "Easter Alleluia" (CD-2, #1).

#### Sunday Gospel • Jesus Comes to Give Life (page 4)

Invite students take the parts of Narrator and the three Jesus parts, and proclaim the Gospel.



**Discuss the Think questions on page 4. Answers:**

1. Jesus knows each of us and calls us by name. He wants us to be safe as his friends; he wants to give us life to the full. Jesus and his way of life keep us together as a Christian community. 2. The shepherd calls the sheep by name, leads them in and out of the fold, and keeps them safe from thieves and anyone who would harm them. 3. The volunteers find many ways to bring the children and their parents together. Raising money to rent the buses, riding with the children, and making Stay Connected bags are a few examples. The Get on the Bus website ([getonthebus.us](http://getonthebus.us)) has many stories.



#### Connecting Gospel and Doctrine • Jesus Is the Way to Salvation (page 4)

Read this feature aloud to expand the children's understanding of Jesus as the Good Shepherd. Like the shepherd guards the entrance to the sheepfold, we meet Jesus at the gateway of the Church. He is the way to our salvation.

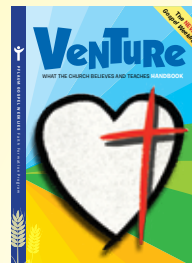


**Discuss the Think questions on page 4. Answers:**

1. Open-ended; usually new students are matched with a buddy who helps them find their way around school, sits with them at lunch. 2. Open-ended; we usually throw family get-togethers to welcome a new baby or a new member through marriage. We share our family stories and traditions and take pictures.



**Distribute the children's What the Church Believes and Teaches handbooks.**



#### What the Church Believes and Teaches

**Treasures of the Catholic Faith—Prayers of Mary (pages 52-55)**

**Ask** the children what saint we remember during May. Many will know it is the month of Mary. Schools and parishes may have May altars or crownings of the Blessed Virgin during this month. Parish groups may lead communal praying of the Rosary or the Litany of Mary.


**Turn** to page 52 and find the Hail Mary. Ask the children if they can tell you where the words of the Hail Mary come from. The first two lines are the Angel Gabriel's words to Mary when he told her God wanted her to be the mother of Jesus. The next two lines are Elizabeth's greeting to Mary when Mary came to visit her.

**Turn** to page 54 and let the children tell you everything they know about the Rosary. Have them note which mysteries reference events in Mary's life.

**Turn** to page 55 and read the *Memorare*, another favorite prayer to Mary. You and perhaps even some of your students may remember other words to this prayer.

**Pray** one of these prayers together as a class. Invite the children to add the Hail Mary or any of the Marian prayers, including Hail, Holy Queen (page 52), to their regular prayer time during the month of May.

**Encourage** the children to browse these pages of the handbooks at home. These handbooks will go home with the children next week after the final *Venture* class of the year.

 Have the children close the *What the Church Believes and Teaches* handbooks and return to *Venture*, page 5.

**Our Catholic Faith • The Church Honors Mary, Our Mother (page 5)** May is Mary's month. If your parish has special celebrations or days of prayer, tell the children about them. Ask children who have participated in any of these special ways to honor Mary to tell the class about their experiences. If your parish does not have art that features Mary, bookmark images of Mary on the internet (Michelangelo's *Pieta*, for example) or print them out for the children.

## Live the Gospel

**Objectives • The children will:**

- Create cards that show ways they are called to act like Jesus.
- Define *vocation* and explore how they may be called.
- Assess, renew their Lenten promises for the Easter season.
- Appreciate the role of the Holy Spirit in our lives.

**Living the Gospel • We Are Called to Be Like Jesus (pages 7-8)** This activity summarizes for the children what living the Gospels asks of them. The Gospels call them to follow Jesus and act and love as he does. Have the children cut out the cards or distribute a pack of cards to each child if you have cut them before class. Ask them to look at the word side of the cards and read aloud the title: *Call Card*. Then

ask them to read the four smaller headings under the large title and choose one of them to look at together. The children will find that card and put the others aside.

Have a volunteer read the copy under Jesus Acts. On each card, this is a small portion of a Gospel story the children have explored this year. Ask them to tell you the whole story. How does this story show Jesus doing the action of seeking the lost, healing, raising up, or spreading the Good News?

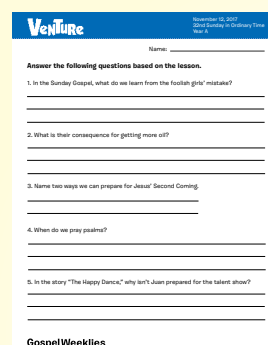
Read the We Act part of the card and complete the activity on the other side of the card as a group. Then arrange your class into small groups and let the children work on the other three cards together.

**Catholic Faith Word • Vocation (page 8)** Read aloud the definition to emphasize the connection to the *Living the Gospel* activity. Survey the children: Whose vocation do you most admire?

**Activity • Our Lent Promises Continue in Easter (page 6, bottom)** Share with the children that our Lent promises don't end during Holy Week. Invite them to consider whether they have more work to do on their Lent commitments or if they wish to choose new ways to pray, fast, and serve. Give them time to write down their commitments in the spaces provided.

**Closing Prayer • We Live in the Holy Spirit of Friendship (page 6, top)** Ask for six volunteers to take the leader parts. The entire class should read the parts marked "All." Pray this service together to conclude your *Venture* class.

## Lesson Wrap-Up



**Venture** November 14, 2017 4th Sunday of Easter Year 5

Name: \_\_\_\_\_

Answer the following questions based on the lesson.

1. In the Sunday Gospel, what do we learn from the foolish girl's mistake?

\_\_\_\_\_

2. What is their consequence for getting more oil?

\_\_\_\_\_

3. Name two ways we can prepare for Jesus' Second Coming.

\_\_\_\_\_

4. When do we pray psalms?

\_\_\_\_\_

5. In the story "The Happy Dance," why isn't Juan prepared for the talent show?

\_\_\_\_\_

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**Revelation Word Search**

Find the words listed below in the grid. Words may be horizontal, vertical, or diagonal.

| Word              | Direction  | Start | End |
|-------------------|------------|-------|-----|
| Jesus             | Horizontal | 1     | 10  |
| Love              | Vertical   | 1     | 10  |
| Peace             | Diagonal   | 1     | 10  |
| Life              | Horizontal | 1     | 10  |
| Light             | Vertical   | 1     | 10  |
| Truth             | Diagonal   | 1     | 10  |
| Grace             | Horizontal | 1     | 10  |
| Hope              | Vertical   | 1     | 10  |
| Joy               | Diagonal   | 1     | 10  |
| Kindness          | Horizontal | 1     | 10  |
| Patience          | Vertical   | 1     | 10  |
| Self-control      | Diagonal   | 1     | 10  |
| Galatians 5:22-23 | Horizontal | 1     | 10  |

T. Vukobratovic

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #2 from the *Venture Activity Book* as a take-home activity or lesson wrap-up.





## For Catechists and Teachers

### Scripture Background

Sunday's Second Reading from the First Letter of Peter uses stones to make three metaphors. First, Jesus is the cornerstone of the Christian community, the rock on whom his followers' faith can rest. Second, Jesus is a stone whom some people trip over; they can't believe a man who was crucified as a common criminal can have been from God. Third, we Christians are living stones who make a spiritual building, a community of people who are Jesus in our world.

Jesus declares that he is the way to God, a way that is truth and life. Jesus, then, is not only our savior. He is the great revealer. His words, teachings, actions, life, Death, and Resurrection all reveal God's face. As Jesus' followers, our forgiving, sharing, including, healing, and reverencing actions continue to build the community that Jesus called together in his name (the Church) and reveal God's loving way of living.

### Connecting Scripture and Doctrine

"Christ's whole earthly life—his words and deeds, his silences and sufferings, indeed his manner of being and speaking—is *Revelation* of the Father. Jesus can say, 'Whoever has seen me has seen the Father,' and the Father can say: 'This is my Son, my Chosen; listen to him!' (CCC, 516). 'The first and last point of reference of this catechesis will always be Jesus Christ himself, who is 'the way, the truth, and the life'" (CCC, 1698).

### Materials

- Venture Student Lesson for 5/10
- Catechism handbook, pages 49 and 53
- Pens or pencils; scissors; markers or colored pencils; drawing paper
- Props for play: construction paper, flat craft sticks, tape
- CD player and *Venture/Visions* CDs
- Bible, cloth, candle, matches/lighter

### Suggested Music

- "Yes, Lord, I Believe/*Si Señor, Yo Creo*" (CD-2, #14)
- "Easter Alleluia" (CD-2, #1)

### Lesson Resources

- *Venture Activity Book*, Activity #7
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)
- Video Links: [gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos)

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions on how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (20 minutes)

- Gathering Prayer
- Cover Activity • We Belong to God and One Another (page 1)
- Play-Drama • Why Is the Sky So Far Away? (pages 2-3)
- Discuss the first *Think* question.

#### Discover Gospel and Doctrine (20-25 minutes)

- Sunday Gospel • Jesus Reveals His Father (page 4)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 49 and 53.

- Our Catholic Faith (page 5)

#### Live the Gospel (15-20 minutes)

- Activity • We Seek the Face of God (pages 6-7)
- Closing Prayer

#### Take-Home

- Activity • God the Holy Spirit (*Venture Activity Book*, Activity #7)
- Remind the children to share their lesson with their families and do the *With My Family and Friends* activities and prayer on page 7 together.

### 90-Minute Lesson

#### Share Experiences (20-25 minutes)

- Gathering Song • "Yes, Lord, I Believe/*Si Señor, Yo Creo*" (CD-2, #14)
- Gathering Prayer
- Cover Activity • We Belong to God and One Another (page 1)
- Play-Drama • Why Is the Sky So Far Away? (pages 2-3)
- Discuss the *Think* questions related to the play-drama.

#### Discover Gospel and Doctrine (40-50 minutes)

- Gospel Ritual • "Easter Alleluia" (CD-2, #1)
- Sunday Gospel • Jesus Reveals His Father (page 4)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 49 and 53.

- Our Catholic Faith (page 5)
- Catholic Faith Word • Second Vatican Council (page 5)

#### Live the Gospel (20-25 minutes)

- Activity • We Seek the Face of God (pages 6-7)
- Activity • God the Holy Spirit (*Venture Activity Book*, #7)
- Closing Prayer • We Protect God's Creation (page 8)

#### Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 7 together.



## Lesson Theme: Jesus reveals God's presence.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “Yes, Lord, I Believe/Sí Señor, Yo Creo” (CD-2, #14)
- Gathering Prayer (see page TG4-34)
- Cover Activity • We Belong to God and One Another (page 1)
- Play-Drama • Why Is the Sky So Far Away? (pages 2–3)
- Discuss the *Think* questions related to the play-drama.
- Closing Prayer • *Dear Jesus, thank you for inviting us to follow you. Amen. (Repeat.)*

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Dear Jesus, thank you for inviting us to follow you. Amen. (Repeat.)*
- Gospel Ritual • “Easter Alleluia” (CD-2, #1)
- Sunday Gospel • Jesus Reveals His Father (page 4)
- Discuss the *Think* questions related to the Gospel.
- Closing Prayer • *Dear Jesus, help us to follow you always. Amen. (Repeat.)*

#### Day 3

- Gathering Prayer • *Dear Jesus, help us to follow you always. Amen. (Repeat.)*
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 49 and 53.

- Our Catholic Faith (page 5)
- Catholic Faith Word • Second Vatican Council (page 5)
- Closing Prayer • *Holy Spirit, be our helper and guide. Amen. (Repeat.)*

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Holy Spirit, be our helper and guide. Amen. (Repeat.)*
- Activity • We Seek the Face of God (pages 6–7)
- Closing Prayer • *Dear Jesus, you are the Way, the Truth, and the Life. Amen. (Repeat.)*

#### Day 5

- Gathering Prayer • *Dear Jesus, you are the Way, the Truth, and the Life. Amen. (Repeat.)*
- Weekly Lesson Assessment
- Activity • God the Holy Spirit (*Venture Activity Book*, #7)
- Closing Prayer (see page TG4-35)

##### Friday Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 7 together.

##### Curriculum Connections

- **Tech:** Have the students sign up for topics you discussed about God or Jesus this year. Ask the students to work in small groups to devise answers to these questions based on their knowledge and publish the questions and answers on a class blog or website. (ISTE.2016.6c)
- **SS:** Arrange the students into small groups and assign each group a different time period. Have the students research and present different homes and ways of living during that time period. Ask them to share what they found and explain why and how different people lived differently at that time. (D2.His.4.3-5)

#### Catholic Identity Project of the Week

As the year winds down, take time to celebrate with the parish all that the children learned this year! Together with the other catechists and teachers, coordinate a presentation of learning for the parish. Ask each class to prepare a skit, song, or reading to show what they learned. Invite parents and the larger parish community to the presentation.

### Extending the Lesson

#### Saints and Feast Days to Celebrate

- **May 10: Saint Damien de Veuster (USA)** – Born in Belgium, Father Damien went to Molokai, Hawaii, in 1873 to care for those with leprosy (Hansen's disease). He provided leadership, helping them build houses, schools, and a church. **Ask:** Who can I help as a caregiver?
- **May 13: Our Lady of Fatima** – In 1917, three Portuguese children received apparitions of Our Lady near Fatima. Mary asked them to pray the Rosary. **Act:** Pray a decade of the Rosary for peace.
- **May 15: Saint Isidore the Farmer (USA)** – This Spanish farmer put participating in daily Mass ahead of his farm work, yet he always got his work completed. His wife, Maria, was also named a saint. They shared what little they had with the poor. They are the patron saints of farmers.



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Analyze the connectedness of God's Creation.
- Perform a play that emphasizes their responsibility in caring for Creation.



Play and sing "Yes, Lord, I Believe/Si Señor, Yo Creo" (CD-2, #14). Lyrics are available to download and print at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Share with the children that the Holy Spirit is the Third Divine Person of the Holy Trinity. After Jesus returns to his Father in Heaven, the Holy Spirit remains with us. The Spirit inspires us to continue Jesus' loving actions on Earth, including our care for Creation. Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 53. Lead the children in praying the Prayer to the Holy Spirit.

**Cover Activity • We Belong to God and One Another (page 1)** This cover activity is designed to help the children better recognize the importance of reverencing all Creation. Share with the children that Chief Seattle led the Suquamish and Duwamish nations in the Pacific Northwest in the mid-nineteenth century. He was converted to Christianity by French missionaries and baptized in the Catholic Church. Read aloud the quote from Chief Seattle. Ask volunteers to offer some examples that speak to Chief Seattle's point. Allow time for the children to write their responses to the six statements. Then invite sharing.

**Play-Drama • Why the Sky Is So Far Away? (pages 2-3)** Assign parts to volunteers. Draw attention to the photo and point out how the children in it have created signs to represent the play's characters. Distribute construction paper, crayons or markers, scissors, flat craft sticks, and tape. Have children make signs that represent the characters they will play in the production (Plant, Bird, Fish). Children playing Narrator 1 and 2 and the Chorus can also make signs indicating their parts. As an alternative, have the children decorate themselves to represent their characters. Practice the play once or twice. Perform it for another class, if possible.



**Discuss the Think questions on page 3. Answers:** 1.

Human beings are intimately linked to the rest of Creation. 2. Open-ended. Accept all reasonable replies (spend more time in nature, pay closer attention to the way I use things). Caring for Creation is protecting our own common home; it's also an expression of gratitude for this gift. 3. Recycling, conserving water and energy, being careful not to pollute, refusing to overconsume, etc. 4. Open-ended.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Recognize how Jesus reveals God.
- Examine Bible metaphors that describe the Church.
- Analyze the influence of the Second Vatican Council.
- Identify the Gifts of the Spirit and the Fruits of the Spirit.

**Gospel Ritual** Gather in the space you have reserved for proclaiming the Gospel. Play and sing "Easter Alleluia" (CD-2, #1).

**Sunday Gospel • Jesus Reveals the Father (page 4)** Continue the discussion of the Holy Trinity that you began earlier in the lesson. Remind the children that God and Jesus are two Divine Persons of the Trinity. The Scriptures for this Sunday explain their roles—God as the Creator, Jesus who reveals God's love, and the Holy Spirit who remains with us always. Ask for three volunteers to proclaim the Gospel.



**Discuss the Think questions on page 4. Answers:**

1. They worry about Jesus' leaving them and fear not knowing the way to where he is. 2. God is loving and faithful; we, too, will be raised to eternal life after death. Open-ended. The same things that are important to Jesus are important to God. 3. Open-ended.



**Connecting Gospel and Doctrine • Jesus' Life Tells Us About God (page 4)**

Read this feature aloud as a summary of this Sunday's Gospel concept of Jesus revealing God's presence to us.

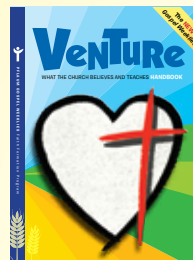


**Discuss the Think questions on page 4. Answers:**

1. Open-ended; encourage all of the children to share someone they know. 2. Open-ended; brainstorm a list of adjectives together.



**Distribute the children's What the Church Believes and Teaches handbooks.**



#### What the Church Believes and Teaches

**Gifts of the Holy Spirit (page 49)**

**Fruits of the Holy Spirit (page 49)**

Remind the children that you began this lesson with the Prayer to the Holy Spirit. In this Sunday's First Reading, the Twelve

Apostles are guided by the Holy Spirit as they select people to make sure that the widows receive their daily share of the public distribution of food.

**Read** aloud 1 Corinthians 12:1–11 together. Ask the children to note the different kinds of spiritual gifts that are noted. Ask: Are any of these gifts more important than the others? *No, each gift is given by the Holy Spirit for a specific purpose. Our gifts are all important in the service of the Kingdom of God.*

**Turn** to page 49 and read aloud the list of the gifts of the Spirit. Ask the children to consider which of these gifts they have or if they know someone who shares one of these gifts with others.

**Share** with the children that the fruits of the Spirit are nine qualities of a person or group who lives in accordance with the Holy Spirit.

**Read** Galatians 5:22–23. These verses list the fruits of the Holy Spirit.

**Return** to page 49 and read aloud the fruits of the Spirit listed there. Ask the children which of these qualities they may have and how they might use them to help others.



**Have the children close the *What the Church Believes and Teaches* handbooks and return to *Venture*, page 5.**

**Our Catholic Faith • Bible Metaphors Help Us Understand the Church (page 5)** Distribute Bibles. Ask for volunteers to read aloud the introduction. Then ask six children to take turns reading the metaphors aloud. Be sure the children understand what a metaphor is (a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison, as in “a sea of troubles”). Distribute crayons or markers and drawing paper. Post the children’s illustrations where others can see and admire them.

**Catholic Faith Word • Second Vatican Council**  
(page 5) Read the definition aloud to reinforce the *Our Catholic Faith* feature.

## Live the Gospel

**Objectives • The children will:**

- Analyze how Creation, Jesus, and the Church reveal God's presence.
- Pledge to care for Creation.

**Living the Gospel • We Seek the Face of God (pages 6-7)** The purpose of this activity is to help the children see that God is revealed in Creation, in Jesus, and in the Church.

Begin by reading aloud the text for We See God in Creation. To help the children think of a time creation revealed God's grandeur to them, describe when such a thing happened to you. Allow time for the children to write their poems or prayers.


Point out the section We See God in Jesus. Read aloud the text. Arrange the class into pairs or small groups to fill in the web. Be ready with examples to get the groups started. When the pairs or small groups finish, invite them to share with the class. Summarize the findings and point out how these attributes of Jesus reveal God. Finally, work with the children to complete We See God in the Church on page 7. If time allows, share responses.

**Closing Prayer • We Protect God's Creation (page 8)** Make sure that the children understand that Creation praises God through its beauty and its power. These aspects of Creation reflect the beauty and power of God. Remind them that their own "tame beasts," their pets, praise God through the joy they bring to our lives.

Begin the activities on this page by taking the Earth Pledge together (top, right). Then lead the children in setting up your prayer space by setting out a candle and a globe or world map to remind them of Creation and our worldwide connectedness. Conclude by singing or reciting “For the Beauty of the Earth” (bottom, right). You may wish to play a recording of the song.

Remind the children that this is your last *Venture* class. As you send them off for the summer, encourage the children to act in ways that respect and protect God's Creation.

## Lesson Wrap-Up

|   |                         |
|---|-------------------------|
|  |                         |
|   | Name _____              |
| <b>Answer the following questions based on the lesson.</b>                          |                         |
| 1. In the Sunday Gospel, what do we learn from the foolish girl's mistake?          | _____<br>_____<br>_____ |
| 2. What is their consequence for getting more oil?                                  | _____<br>_____<br>_____ |
| 3. Name two ways we can prepare for Jesus' Second Coming.                           | _____<br>_____          |
| 4. When do we pray psalms?  | _____                   |
| 5. In the story "The Happy Church," why isn't Juan prepared for the talent show?    | _____<br>_____<br>_____ |
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Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #7 from the *Venture Activity Book* as a take-home activity or lesson wrap-up.

**NOTE:** You have reached the end of Unit 4. Find the Unit 4 Assessment online at [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment).



| Date/Sunday   | Sunday Gospels  | Bible  | Catholic Social Teaching                 | Creed   | Sacraments & Liturgy                | Life in Christ                                   | Christian Prayer                              |
|---|---|--|--|---|-------------------------------------|--|---|
| September 22, 2019<br>25th Sunday Ordinary                    | Luke 16:1–13<br>Jesus Is Our Teacher  | Church is a community                          | Option for the poor and vulnerable       | Jesus invites us to faith. (#179–80)                                  | Eucharist: We gather together       | Class mottoes; building relationships            | Prayers of thanksgiving                       |
| September 29, 2019<br>26th Sunday Ordinary                    | Luke 16:19–31<br>The Rich Man and Lazarus                                   | Old Testament: Prophet Amos; Bible citations   | Seven themes of Catholic social teaching | Jesus loves the poor. (#561)  | Eucharist: Liturgy of the Word      | October saints                                   | Justice prayer (Psalm 146)                    |
| October 6, 2019<br>27th Sunday Ordinary                       | Luke 17:5–10<br>Jesus Calls Us to Believe and Act                           | New Testament: letters of Paul                 | Call to family, community; common good   | Faith is God's gift. (#176, 179–183)                                  | New Testament readings              | Faith leads to service of others                 | God is faithful prayer service                |
| October 13, 2019<br>28th Sunday Ordinary                      | Luke 17:11–19<br>Jesus Cures Ten Lepers                                     | New Testament: early Christian missionaries    | Option for the poor and vulnerable       | Jesus heals both body and soul. (#1503)                               | Holy Orders, bishops                | Acting with compassion                           | Sign of the Cross                             |
| October 20, 2019<br>29th Sunday Ordinary                      | Luke 18:1–8 Jesus and the Persistent Widow                                  | Old Testament: Moses                           | Option for the poor and vulnerable       | Prayer puts us in the presence of God. (#2565)                        | Eucharist: First Reading            | Persisting in just action, prayer                | Lord's Prayer; forms of prayer                |
| October 27, 2019<br>30th Sunday Ordinary                      | Luke 18:9–14<br>Pharisee & Tax Collector                                    | New Testament: Pharisees                       | We have rights and responsibilities      | Humility is the foundation of prayer. (#2559)                         | Eucharist: Prayers of petition      | Respecting others; All Saints' Day               | Hail Mary                                     |
| November 3, 2019<br>31st Sunday Ordinary                      | Luke 19:1–10 Jesus' Visit Changes Zacchaeus                                 | New Testament: tax collectors                  | Option for the poor and vulnerable       | Jesus brings salvation. (#452, 620)                                   | The Body of Christ; Reconciliation  | Including others                                 | Prayers for outsiders                         |
| November 10, 2019<br>32nd Sunday Ordinary                     | Luke 20:27–38<br>God Is the God of the Living                               | New Testament: Sadducees                       | Life and dignity of the human person     | God calls us to repentance and conversion, to seek his mercy. (#1490) | Baptism, Reconciliation, Eucharist  | Christian: moral, prayerful, sacramental         | Creed: Communion of Saints                    |
| November 17, 2019<br>33rd Sunday Ordinary                     | Luke 21:5–19<br>Jesus Gives Us Hope   | Jerusalem Temple                               | Solidarity                               | Jesus will come again. (#680–82)                                      | Sacrament of Confirmation           | Catholic identity                                | Lord's Prayer                                 |
| November 24, 2019<br>Christ the King                          | Luke 23:35–43 Jesus Forgives from the Cross                                 |  | Called to family, community; solidarity  | Jesus is the Messiah, the Anointed One. (#453, 547)                   | Sacrament of Reconciliation         | Resolving conflicts                              | Family Thanksgiving prayer                    |
| December 1, 2019<br>1st Sunday of Advent                      | Matthew 24:37–44<br>Jesus Tells Us to Be Ready                              | Old Testament: Isaiah Sees Peace               | Solidarity                               | We believe in God the Creator. (#46, 315)                             | Liturgical Year; Advent             | Celebrating the Liturgical Year                  | Advent prayer                                 |
| December 8, 2019<br>2nd Sunday of Advent                      | Matthew 3:1–12<br>John the Baptist  | Old Testament: Kingdom of Peace                | Option for the poor and vulnerable       | John the Baptist prepares Jesus' way. (#719)                          | Eucharist: First Reading            | Advent symbols; feasts of Mary                   | Our Lady of Guadalupe                         |
| December 15, 2019<br>3rd Sunday of Advent                     | Matthew 11:2–11<br>Jesus Is the Messiah                                     | Old Testament: Isaiah Paints Pictures          | Option for the poor and vulnerable       | His deeds show Jesus is Messiah. (#561)                               | Eucharist: First Reading            | Works of Mercy during Advent                     | Advent wreath prayer                          |
| December 22, 2019<br>4th Sunday of Advent                     | Matthew 1:18–24<br>An Angel Speaks to Joseph                                | Old Testament: Isaiah Speaks to Ahaz           | Call to family and community             | Mary's Son, Jesus, is God with us. (#509, 744)                        | Eucharist: First Reading            | Living the Christmas spirit                      | Christmas prayer tree                         |
| December 25, 2019 & January 5, 2020<br>Christmas & Epiphany   | Luke 2:1–14 Christmas<br>Matthew 2:1–12 Epiphany                            | The Nativity Story; Coming of the Magi         | Call to family and community             | Jesus is Emmanuel. (#744) Jesus comes for all people. (#528)          | Celebrating the Christmas mystery   | Christmas season; house blessing                 | Prayers for displaced people and refugees     |
| January 12, 2020<br>Baptism of the Lord                       | Matthew 3:13–17<br>John Baptizes Jesus in the Jordan                        | The Holy Trinity                               | Call to family and community             | Jesus' public life begins with his baptism. (#535)                    | Sacrament of Baptism                | Belonging in the Christian family                | Baptism prayer service                        |
| January 19, 2020<br>2nd Sunday Ordinary                       | John 1:29–34 Jesus Is God's Chosen Servant                                  | Bible symbols                                  | Solidarity                               | Jesus and the Holy Spirit are inseparable. (#608, 687–89, 743)        | The Seven Sacraments                | Continuing God's work; respecting life           | Prayer of Holy Spirit; prayers for the unborn |
| January 26, 2020<br>3rd Sunday Ordinary                       | Matthew 4:12–23 Jesus Begins His Mission at Home                            | Galilee: Jesus' land and home                  |  | Jesus' life is a continual teaching. (#561)                           | The Incarnation                     | How Jesus lived; Beatitudes                      | Prayer of thanksgiving                        |
| February 2, 2020<br>Presentation of the Lord                  | Luke 2:22–40<br>Jesus Is the Light of the World                             |  | Solidarity                               | Jesus is the light of the world. (#454)                               | Eucharist: Liturgy of the Word      | Candlemas; who is light for us?                  | Prayers during Mass                           |
| February 9, 2020<br>5th Sunday Ordinary                       | Matthew 5:13–16<br>Sermon on the Mount: Salt and Light                      | New Testament: Gospel of Matthew               | Call to family, community                | God loves each of us. (#356)  | Eucharist: Liturgy of the Eucharist | Making a difference                              | Prayer replaces darkness with light           |
| February 16, 2020<br>6th Sunday Ordinary                      | Matthew 5:17–37<br>Sermon on the Mount: Jesus' New Law                      | Old Testament: Ten Commandments                | Rights and responsibilities              | Jesus is our teacher. (#561)  | Eucharist: Sign of Peace            | Family rules, reconciliation                     | Prayers for forgiveness                       |
| February 23, 2020<br>7th Sunday Ordinary                      | Matthew 5:38–48<br>Sermon on the Mount: Love Your Enemies                   | New Testament: Sermon on the Mount             | Dignity of the human person              | God calls us to love one another. (#1970)                             | Eucharist: The Lord's Prayer        | Commandments: 4, 6, 7, 9, 10                     | Ash Wednesday prayer service                  |
| March 1, 2020<br>1st Sunday of Lent                           | Matthew 4:1–11<br>Jesus' Temptation   | Old Testament: Adam and Eve                    | Dignity of the human person              | Jesus is faithful to his Father's plan for salvation. (#566)          | Keeping Lent                        | Making right choices                             | Lenten prayers                                |
| March 8, 2020<br>2nd Sunday of Lent                           | Matthew 17:1–9<br>The Transfiguration                                       | Old Testament: Abraham and Sarah, Queen Esther | Option for the poor; call to community   | Jesus invites us to share his divinity. (#68, 460)                    | Baptism is a choice                 | Experiences of God                               | Keeping Lent commitments                      |
| March 15, 2020<br>3rd Sunday of Lent                          | John 4: 5–42<br>The Samaritan Woman   | New Testament: Samaritans                      | Rights and responsibilities              | We believe and share the faith. (#180, 849, 851)                      | Eucharist, Baptism                  | Catholic identity; moral law                     | Prayer of thanksgiving                        |
| March 22, 2020<br>4th Sunday of Lent                          | John 9:1–41<br>A Man Born Blind Can See                                     | Old Testament: King David                      | Call to family, community; solidarity    | Jesus is Lord. (#455)   | RCIA: Creeds                        | Christian beliefs/Creed                          | Profession of Faith                           |
| March 29, 2020<br>5th Sunday of Lent                          | John 11:1–45<br>Jesus Raises Lazarus  |  | Dignity of the human person              | Jesus promises eternal life. (#658, 1016)                             | RCIA: moral decisions               | Choosing to be life-givers, mission              | Forgiveness prayer service                    |
| April 5, 2020<br>Palm/Passion Sunday                          | Matthew 26:14–27:66<br>Jesus' Passion                                       | The Passion Story                              | Dignity of the human person              | Jesus suffers and dies for us. (#620, 629)                            | Holy Week                           | Foot-washing, serving                            | Stations of the Cross                         |
| April 12 & 19, 2020<br>Easter Sunday and 2nd Sunday of Easter | John 20:1–9 Jesus is Risen<br>John 20:19–31<br>Jesus Appears to His Friends | The Easter Story                               | Care for Creation                        | Jesus is Risen. (#656, 658)   | Octave of Easter                    | Early Christian missionaries                     | Singing Alleluia                              |
| April 26, 2020<br>3rd Sunday of Easter                        | Luke 24:13–35<br>The Road to Emmaus   | Jesus' Easter appearances                      | Dignity of the human person              | The Church is the Body of Christ. (#805)                              | Eucharist                           | Recognizing Christ's presence                    | Celebrating our Baptisms                      |
| May 3, 2020<br>4th Sunday of Easter                           | John 10:1–10<br>Jesus Is the Good Shepherd                                  | Psalms 23; Bible metaphors                     | Solidarity; care for Creation            | The leaders of the Church teach, celebrate, and guide. (#939)         | Good Shepherd image                 | We are a caring Church                           | We honor Mary in our parishes                 |
| May 10, 2020<br>5th Sunday of Easter                          | John 14:1–12<br>Jesus Reveals His Father                                    |  | Life and dignity; care for Creation      | Christ's whole earthly life reveals the Father. (#516)                | Eucharist: We gather at Mass        | We see God in Jesus, Creation, and in the Church | Holy Spirit of friendship                     |

The topics included in this Scope and Sequence chart are subject to minor changes, which will be reflected in the Teaching Guides throughout the catechetical year.  
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