

3rd Sunday of Lent–5th Sunday of Easter  
March 15, 2020–May 10, 2020  
Volume 39, Number 4

# VISIONS

Grades 7, 8, 9

## Unit 4: Jesus Brings Us New Life

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Spanish and English at  
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# For Catechists and Teachers



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

The season of Lent-Easter celebrates Jesus' Paschal Mystery, which includes his suffering, his self-giving death, and his life-giving Resurrection. This mystery is at the heart of Christian faith. By raising Jesus from the dead, God reveals love is stronger than death. "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" (CCC, 571). The God whose love gives life to all Creation gives new life to Jesus in his Resurrection and the promise of life forever to all who believe in him. "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" (CCC, 654).

Throughout his life, Jesus reveals all that we humans can become by loving one another and our neighbors as ourselves. This is our call each Lent-Easter season—to put on Christ and love with his heart. "The desire and work of the Spirit in the heart of the Church is that we may live from the life of the risen Christ" (CCC, 1091).

The forty days of Lent offer catechumens their final preparation for Baptism, usually at the Easter Vigil. Lent is also an

extended renewal time for baptized Christians. Each Lent begins with a focus first on what tempts us and second on what promises to transform us. It's a time for assessing how we live our Christian commitment.

"The believer enters through Baptism into communion with Christ's death, is buried with him, and rises with him. . . . The baptized have 'put on Christ.' Through the Holy Spirit, Baptism is a bath that purifies, justifies, and sanctifies" (CCC, 1227).

## Unit Four Overview

In the *Visions* lessons for Lent, the young people follow the catechumens' journey to Baptism. They celebrate a prayer service to conclude each lesson that links to the rituals that surround the catechumens. They examine their senses for seeing God in Creation, the Word, and the sacraments, and in one another. They recall who brought them to the waters of Baptism the way the Samaritan woman brings the townspeople to meet Jesus. They celebrate the Creed with the man born blind who must speak for himself about the man who gave him sight. The young people put themselves in the places of Mary, Martha, Lazarus, and Jesus, imagine their feelings, and dramatize their words.

The *Visions* lesson for Palm/Passion Sunday readies young people to participate in the liturgies of Holy Week and to explore

Date/Sunday	Sunday Gospels	Bible	Catholic Social Teaching
March 15, 2020 3rd Sunday of Lent	John 4: 5–42 The Samaritan Woman	Old Testament: Jacob's Well	Solidarity; work has dignity
March 22, 2020 4th Sunday of Lent	John 9:1–41 A Man Born Blind Can See	Old Testament: King David	Call to family, community, and participation
March 29, 2020 5th Sunday of Lent	John 11:1–45 Jesus Raises Lazarus	Old Testament: Prophet Ezekiel	Solidarity; call to family, community, and participation
April 5, 2020 Palm/Passion Sunday	Matthew 26:14—27:66 Jesus' Passion	The Passion Narrative	Life and dignity of the human person
April 12 & 19, 2020 Easter Sunday & 2nd Sunday of Easter	John 20:1–9 Jesus Is Risen John 20:19–31 Jesus Appears to His Friends	The Resurrection Appearances	Called to family, community, and participation
April 26, 2020 3rd Sunday of Easter	Luke 24:13–35 The Road to Emmaus	New Testament: Early Church	Dignity of the human person
May 3, 2020 4th Sunday of Easter	John 10:1–10 Jesus Is the Good Shepherd	The Good Shepherd	Option for the poor and vulnerable; care for Creation
May 10, 2020 5th Sunday of Easter	John 14:1–12 Jesus Reveals His Father	Early Christian Communities	Life and dignity of the human person



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# UNIT 4 OVERVIEW: Jesus Brings Us New Life

the signs of our redemption—namely, the Body and Blood of Jesus Christ. *Visions* provides prayer services for Holy Week that the young people can celebrate together in class. The liturgies of Holy Week offer young people the most profound catechesis of the Liturgical Year. These services are long, but their memorable signs and symbols communicate the heart of Christian faith. Encourage your families to attend these liturgies.

The Gospels of the Easter season explore Jesus' risen presence in the Church, especially in the Word and sacraments. On Easter Sunday, Mary Magdalene, Peter, and the beloved disciple find Jesus' tomb empty. On the Second Sunday of Easter, the Risen Jesus appears in the midst of his frightened and confused disciples. He gives them—and us—his peace, his Spirit, and the mission of continuing his work. On the Third Sunday of Easter, Jesus is the stranger who walks to Emmaus with two discouraged disciples who recognize him when he breaks bread with them. On the Fourth Sunday of Easter, the young people will explore the metaphor of Jesus as a good shepherd.

To conclude the year on the Fifth Sunday of Easter, the young people will learn that God has prepared a room for each of us in his house; they will celebrate a prayer service that highlights the roles they play in the mission of the Church.





## Late Close Lessons

If your *Visions* 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/visions](http://gospelweeklies.com/visions). There are three additional reproducible Late Close Lessons available in the *Visions Activity Book*. These lessons include: Saint Katharine Drexel; Mary, Leader and Role Model; and Pentecost.

-  Facebook (@pflaumgroup)
-  Instagram (#gospelweeklies)
-  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)	Lent: RCIA, a journey	Lent: Witnessing to, following Jesus	Water prayer service
Jesus is Lord. (CCC, 455)	Lent: RCIA, faith	Lent: Calls to conversion, faith	Apostles' Creed
Jesus is resurrection and life. (CCC, 658)	Lent: RCIA; Sacrament of Matrimony	Lent: Believing in eternal life	Death and Resurrection prayer drama
Jesus suffers and dies for us. (CCC, 620)	Lent: RCIA, Death and Resurrection	Praying Jesus' Passion	Good Friday, Easter Vigil prayer services
The Risen Jesus is Lord. (CCC, 656)	Easter traditions, symbols	Witnessing to our Easter faith	Easter Faith prayer service; Divine Mercy Chaplet
The Church, the Body of Christ, Temple of the Spirit. (CCC, 805, 809)	Eucharist: the Body and Blood of Jesus	Emmaus walk; Paul's missionary journeys	Path of life prayer service; the Lord's Prayer
The Church is the sacrament of salvation. (CCC, 754, 780)	Sacrament of Baptism	Summer service	Marian prayers
Christ's whole earthly life reveals the Father. (CCC, 516)	Sacrament of Holy Orders	People of God today; Gifts and fruits of the Spirit	Living stones; 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.

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

- Visions Student Lesson for 3/15
- Catechism handbook, pages 12 and 51
- Pens or pencils; markers, colored pencils, or crayons; scissors; drawing paper
- Water pitcher or jar
- Bibles for each student
- CD player and *Venture/Visions* CDs
- Bible, cloth, candle, matches/lighter

### Suggested Music

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

### Lesson Resources

- *Visions Activity Book*, Activity #14
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions for 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 Shares the Faith with You? (page 1)
- Article • Dorothy Day, A Saint for Our Time (pages 2-3)
- Discuss the first *Talk* question.

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

- Our Catholic Faith (page 5)
- Sunday Gospel • Jesus Talks to a Samaritan Woman (page 4)
- Discuss the *Talk* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Talk* questions related to doctrine.

 Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 12 and 51.

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

- Activity • Who Is Jesus? Why Follow Jesus? (pages 6-7)
- Closing Prayer

#### Take-Home

- The Mass: Liturgy of the Eucharist (*Visions Activity Book*, Activity #14)
- Remind the young people 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 • "Come Back" (CD-1, #13)
- Gathering Prayer
- Cover Activity • Who Shares the Faith with You? (page 1)
- Article • Dorothy Day, A Saint for Our Time (pages 2-3)
- Discuss the *Talk* questions related to the article.

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

- Our Catholic Faith (page 5)
- Catholic Faith Word • Samaritans (page 5)
- Gospel Ritual • "Lenten Gospel Acclamation" (CD-1, #2)
- Sunday Gospel • Jesus Talks to a Samaritan Woman (page 4)
- Discuss the *Talk* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Talk* questions related to doctrine.

 Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 12 and 51.

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

- Activity • Who Is Jesus? Why Believe in Jesus? (pages 6-7)
- The Mass: Liturgy of the Eucharist (*Visions Activity Book*, Activity #14)
- Closing Prayer

#### Take-Home

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



## Lesson Theme: Who has been a disciple to you?

### 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 Shares the Faith with You? (page 1)
- Article • Dorothy Day, A Saint for Our Time (pages 2–3)
- Discuss the *Talk* 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.)
- Our Catholic Faith (page 5)
- Catholic Faith Word • Samaritans (page 5)
- Gospel Ritual • “Lenten Gospel Acclamation” (CD-1, #2)
- Sunday Gospel • Jesus Talks to a Samaritan Woman (page 4)
- Discuss the *Talk* 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 4)
- Discuss the *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 12 and 51.

- 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 • Who Is Jesus? Why Believe in Jesus? (pages 6–7)
- Closing Prayer • *Loving God, help us to share the Good News with others. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Loving God, help us to share the Good News with others. Amen.* (Repeat.)
- Weekly Lesson Assessment
- The Mass: Liturgy of the Eucharist (*Visions Activity Book*, #14)
- Closing Prayer (see page TG4-7)

##### Friday Take-Home

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

##### Curriculum Connections

- **Health:** Discuss with the students the importance of water for the survival of all living things, including people. Help the students 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.7.8.2)
- **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 *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 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 young people will:

- Identify the ways they have learned their Catholic faith.
- Learn about Dorothy Day and the Catholic Worker movement.



Gather in the prayer space. 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** Invite the young people to close their eyes. **Leader:** Think of a recent conversation with someone whom you don't know well. (Pause.) What was it like—awkward, comfortable? (Pause.) Did the interaction have significance for you? (Pause.) For the other person? (Pause.) This Sunday's Gospel highlights a surprising conversation between Jesus and a Samaritan woman. They meet at a community well. Let us pray: Loving Creator, you designed us to communicate with one another. Help us to notice, to listen, and to care. Remind us that we all learn from one another, and we all teach one another about faith. Let us be kind and thoughtful teachers, learners, and communicators. **All:** Amen.

**Cover Activity • Who Shares the Faith with You? (page 1)** Ask the young people who said bedtime prayers with them when they were little. Who took them to church? Who taught them the Lord's Prayer? These people are their teachers in the faith. Have the young people find partners and complete the cover activity. Share results.

**Article • Dorothy Day, A Saint for Our Time (page 2–3)** Review the photos and captions together before reading the story. Ask the young people what qualities they think make someone a saint. Tell them you will ask again after you take turns reading the story aloud.



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

1. Dorothy came to know immigrants and people who were poor and to feel solidarity with them. She gained respect for the Catholic parishes that served them. 2. Many of the people Dorothy met were Catholic. She attended Mass. She wanted a Catholic life for her daughter, Tamar. 3. She writes articles for newspapers and magazines. She starts her own newspaper, The Catholic Worker. She spends her own money and opens her home to people who are poor. 4. Open-ended.

#### Discover Gospel and Doctrine

**Objectives** • The young people will:

- Recognize that Jesus invites outsiders into his community.
- Identify the ways that the Church continues Jesus' mission.
- Identify the Works of Mercy associated with Dorothy Day.

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

**Our Catholic Faith • Jesus Reaches Out to Samaritans (page 5)** You may wish to provide background for reading the Gospel by completing this page first. Have your young people find the regions of Judea, Samaria, and Galilee on the map and then the town of Sychar. Read the first four paragraphs aloud. Have the students use Bibles in small groups to find and read 2 Kings 17:5–6, 24–34. Ask them to explain how Samaritans became heretics in the eyes of Jews from Judea and Galilee. *They intermarried with tribes that didn't worship Yahweh.* Have the small groups complete their reading of page 5. Save the final question for after the Gospel.

**Catholic Faith Word • Samaritans (page 6)** Have a volunteer read the definition. Ask how Jesus acts in solidarity by reaching out to the Samaritans. *God becomes one of us in Jesus.*

**Sunday Gospel • Jesus Talks to a Samaritan Woman (page 4)** Ask for six volunteers to proclaim the Gospel. Arrange the rest of your class into nonspeaking followers of Jesus and townspeople.



**Discuss the Talk questions on page 4. Answers:** 1. The woman knows the history of Jacob's Well, that in ancient times Jews and Samaritans worshiped together on a Samaritan mountain, that Jewish people in her time insist that all worship must be at the Temple in Jerusalem. 2. The waters of Baptism make us children of God and brothers and sisters of Jesus; this water gives us the promise of eternal life. 3. The Samaritan woman becomes the evangelizer of her townspeople. 4. It will be the worship of all nations and tribes as one in Christian community. Conclude by inviting the group to reflect on the question on page 5 and write a response.



**Connecting Gospel and Doctrine • Jesus Calls Us to Spread the Good News (page 5)** Read this feature aloud as a summary of Sunday's Gospel. Christian believers have a responsibility to share the Good News. These believers are the Church, the temple of God.

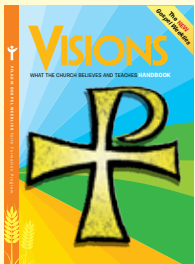


**Discuss the *Talk* questions on page 5. Answers:**

1. Open-ended; many people enjoy special songs or the Lord's Prayer, but accept all relevant answers. 2. Open-ended; suggest to the young people that the friends they choose to spend time with and the way that they conduct themselves on social media reflect their values and beliefs to others.



**Distribute the *What the Church Believes and Teaches* handbooks.**



## What the Church Believes and Teaches

**The Church's Mission (page 12)**

**The Corporal Works of Mercy (page 51)**

Like the disciples who follow Jesus, the Samaritan woman takes up his mission of spreading his Good News to all people and gathering them to worship God in spirit and truth. The Samaritan woman becomes a witness to her townspeople.

**Have** a volunteer read aloud the paragraph on the Church's mission. Remind the young people that the doctrine they just discussed (*Visions*, page 5) also emphasizes the call of all Christians to continue Jesus' mission.

**Ask** the young people: What command did Jesus give his disciples? *Matthew 28:19–20*.

**Remind** the young people that Dorothy Day shared the Good News with some of the most vulnerable people in society. Have them turn to page 51 in their handbooks and reference the list of the Corporal Works of Mercy. Ask which of the Works Dorothy did for the people who lived with her in the Catholic Worker houses. *Feed the hungry, give drink to the thirsty, give clothes to those who have none, and shelter the homeless.*



**Have the young people close their *What the Church Believes and Teaches* handbooks and return to *Visions*, page 6.**

## Live the Gospel

**Objectives** • The young people will:

- Apply what they know about Jesus to persuade others to follow him.
- Express their thanks for the gifts of water—for life and eternal life.

**Living the Gospel • Who Is Jesus? Why Follow Jesus? (pages 6–7)** Have your group suggest questions they would ask Jesus if they got to interview him. Choose two strong readers to read *An Interview with Jesus*—one to read the part of Jesus and the other to read the interview questions on page 6. Explain that the interview leads into the activity to persuade others to follow Jesus.

Arrange students into groups of three or four. Have them read the instructions on the right-hand column, page 6. Then read over Jesus' teachings, actions, and the things others say about him, page 7. Explain that the groups can use any format to make their case for Jesus. For example, they may act out a skit, take sides in a debate, or make a sales presentation. Advise the groups to use the planner on the bottom of page 7.

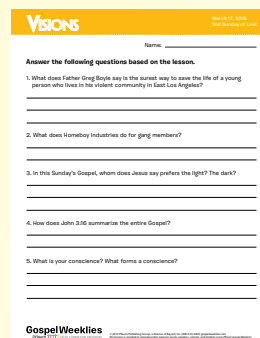
Allow time for the groups to prepare and rehearse, and then give their presentations. Vote on which is most convincing or captivating.

**Closing Prayer • We Give Thanks for Water (page 8)** Have students cut out the water jar, bottom of page 7, and follow the directions on the back. Brainstorm words that describe water to help the young people recall its uses. Place an empty water pitcher or jar at the center of your group. Celebrate the prayer service. Ask the young people to pause after each leader statement to reflect on the power of water.

### With My Family and Friends

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

## Lesson Wrap-Up



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

Use Activity #14 from the *Visions Activity Book* as a take-home activity or lesson wrap-up.





## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, Jesus opens the eyes of a man who has been 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: spitte 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

- *Visions* Student Lesson for 3/22
- Catechism handbook, pages 24–25
- Pens or pencils; markers, colored pencils or crayons
- Bibles for each student
- 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

- *Visions 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 for 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 • What Do You See? (page 1)
- Article • Louie (pages 2–3)
- Discuss the first *Talk* question.

#### Discover Gospel and Doctrine (25–30 minutes)

- Sunday Gospel/Gospel Activity • A Man Born Blind Can See (pages 4–6)
- Discuss the questions related to the Gospel.
- Connecting Gospel and Doctrine (page 7)
- Discuss the *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 24–25.

- Our Catholic Faith (page 7)

#### Live the Gospel (10–15 minutes)

- Activity • Speak Up! (page 8)
- Closing Prayer

#### Take-Home

- Activity • Sacrament of Anointing of the Sick (*Visions Activity Book*, Activity #19)
- Remind the young people 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 (25–30 minutes)

- Gathering Song • "We Will Walk With God" (CD-2, #8)
- Gathering Prayer
- Cover Activity • What Do You See? (page 1)
- Article • Louie (pages 2–3)
- Discuss the *Talk* questions related to the article.

#### Discover Gospel and Doctrine (35–40 minutes)

- Gospel Ritual • "Lenten Gospel Acclamation" (CD-1, #2)
- Sunday Gospel/Gospel Activity • A Man Born Blind Can See (pages 4–6)
- Discuss the *Talk* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 7)
- Discuss the *Think* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 24–25.

- Catholic Faith Word • Sacraments of Healing (page 4)
- Our Catholic Faith (page 7)

#### Live the Gospel (20–25 minutes)

- Activity • Speak Up! (page 8)
- Sacrament of Anointing of the Sick (*Visions Activity Book*, #19)
- Closing Prayer

#### Take-Home

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



## Lesson Theme: Conversion means seeing in a new way.

### 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 You See? (page 1)
- Article • Louie (pages 2–3)
- Discuss the *Talk* questions related to the article.
- 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/Gospel Activity • A Man Born Blind Can See (pages 4–6)
- Discuss the *Talk* 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 7)
- Discuss the *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 24–25.

- Catholic Faith Word • Sacraments of Healing (page 4)
- Our Catholic Faith (page 7)
- 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 • Speak Up! (page 8)
- 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 (*Visions Activity Book*, Activity #19)
- Closing Prayer • (see page TG4-11)

##### Friday Take-Home

Remind the young people to share their lesson with their families and do the *With My Family and Friends* activities and prayer 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 the 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 the 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.7.2.2)

#### Catholic Identity Project of the Week

If we wish to help someone with a visual impairment, it is important to understand their visual needs. Websites that might help your young people learn about visual impairments and braille include [kidshealth.org/en/kids/visual-impaired](http://kidshealth.org/en/kids/visual-impaired); [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.
- **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 young people will:

- Offer prayers of thanks for their senses that help them experience Creation.
- Brainstorm the different definitions for seeing.
- Discover how one student's blindness inspires others.



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** Gather the young people in your ritual space and ask them to spread out. Invite them to look around and take mental note of all God's work they can take in. Ask them to close their eyes and picture all God's work they cannot see, especially the wonders for which they are most grateful. Then lead them in the following prayer of thanks. **Leader:** God of wonder, you bless us with the sights, sounds, smells, and tastes of your Creation. Thank you for sending us reminders of your love for us. Help us to use our senses to experience you more fully. **All:** Amen.

**Cover Activity • What Do You See? (page 1)** Ask the young people to quickly brainstorm definitions for the word *see*. Distribute *Visions*. Then ask the young people to respond individually to the items in the checklist. How many of the items require physical sight and how many require intuition or understanding?

• **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, Laetare 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! The liturgical color in your parish church likely will remain violet in observance of Lent; however, your priest may wear rose-colored vestments.

**Article • Louie (pages 2-3)** Invite your young people to look closely at the title and photos and speculate about what the interview is about. Tell them the title is in the type size Louie needs to read on his iPad. Louie is legally blind. The article tells more about the photos. Have volunteers take turns reading aloud. Note: This story was originally written when Louie was thirteen—the same age as many *Visions* students. Turn to the sidebar on page 3 to read about what Louie is doing now.



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

1. "Normal" for Louie is simply what he's accustomed to. 2. Louie's example has shown classmates how to accept their disabilities and live fully with a limitation. His focus on possibility over ability is inspirational for all people, whether they have a physical disability. 3. Dining in the Dark is messy. Classmates and friends experience life from Louie's perspective and can begin to understand the challenges he faces. 4. Open-ended. Remind the young people that many of their peers live with issues that can't be seen—*anxiety, depression, and sensory or learning issues*. Encourage them to support their peers as they would anyone with a physical challenge.

### Discover Gospel and Doctrine

**Objectives** • The young people will:

- Study Gospel scenes that explore different ways of seeing Jesus.
- Connect the conversion experience of the man born with his miraculous healing.
- Understand the effects of the Sacraments of Healing.
- Identify leadership qualities from Scripture.

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

**Sunday Gospel/Gospel Activity • Jesus Heals a Man Born Blind (pages 4-6)** This is an opportunity to proclaim the Gospel and to extend their understanding of what it means to see—Jesus' miraculous healing of the man's sight and the man's growing belief in Jesus' as Messiah. This activity includes the Gospel proclamation and Bible study, and prepares the young people to discuss the related doctrine. Later in the lesson, the young people will connect the man's belief with our statement of belief, the Apostles' Creed, as well as our understanding of the Sacrament of Anointing of the Sick.

• **Gospel proclamation** Read the introduction to this activity on page 4 aloud. To begin the activity, have your students proclaim this long and dramatic Gospel.

• **Bible study** Then arrange your class into small groups to complete the Bible study. Have them work together to name the six scenes and write a title for each comic illustration.



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

1. Who thinks Jesus is from God? The blind man. Who is not sure? Parents and neighbors. Who thinks Jesus is not from God? Pharisees. 2. Scene 2: man named Jesus, who healed him;

Scene 3: a prophet; Scene 5: someone sent from God; Scene 6: Son of Man. If time is short, assign a different scene to each group. After the young people complete the activity, have one person from each group share their group's responses to the chart questions.



**Connecting Gospel and Doctrine • Jesus Invites Us to See Who He Is (page 7)** Read aloud this feature as a summary of Sunday's Gospel concept. Jesus heals the man to reveal the power of God so that witnesses might believe in him.

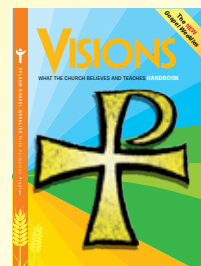


**Discuss the Talk questions on page 7. Answers:**

1. This question is meant to help the young people see that their faith is not a static thing; with study of Scripture and prayer, faith increases. We come to know God in a deeper, more profound way. People experience God in different ways—prayer, Mass attendance, singing, service to others; open-ended. 2. Open-ended; encourage everyone to participate, but don't insist that everyone speaks.



**Distribute the *What the Church Believes and Teaches* handbooks.**



## What the Church Believes and Teaches

### Sacrament of Anointing of the Sick (pages 24-25)

**Turn** to page 4 in the *Visions* lesson and read the text in the gold box at the

bottom of the page. Then instruct the young people to turn to page 24 to read the three paragraphs about the Sacrament of Anointing of the Sick.

**Ask** the young people if they have ever received this sacrament or been present for the anointing of a friend or family member. What do they remember about it?

**Review** the five bullet points and apply them to the man born blind. Which of these effects of the sacrament relate to this Sunday's Gospel Reading?



**Have the young people close their *What the Church Believes and Teaches* handbooks and return to *Visions*, page 4.**

## Catholic Faith Word • Sacraments of Healing (page 4)

Read aloud this definition. Remind the young people that they studied the Sacrament of Reconciliation last fall on the Solemnity of Christ, King of the Universe; the related Gospel was Luke 23:35–43, in which Jesus forgives the repentant criminal from the Cross. Ask what they remember

about this sacrament. Direct them to reference page 24 in their *What the Church Believes and Teaches* handbooks to refresh their memories.

**Our Catholic Faith • God Chooses a New King for Israel (page 7)** Read aloud the feature aloud as a class. Have the students complete the questions and, if time permits, share their responses to the last question regarding their own leadership qualities. Note: David doesn't seem to have any characteristics more outstanding than his brothers in this story; instead, it is his being chosen by God and anointed that causes the Spirit of God to be with David. His closeness to God through this gift makes him a great ruler.

## Live the Gospel

**Objectives • The young people will:**

- Learn the Apostles' Creed as a statement of how the Church sees Jesus.
- Recognize that the Apostles' Creed summarizes what the Church believes about Jesus, his Father, and Spirit.

## Closing Prayer/Activity • Speak Up! (page 8)

The Scriptures for this Sunday and last focused specifically on belief in God and Jesus. Remind the young people that last week they made their cases for Jesus—that is, why they choose to believe in him. This week, they studied how a blind man comes to believe. Read aloud the voice balloon at the top of the page. Direct the young people to complete their own individual creed (or belief) statements about Jesus. Close by praying the Apostles' Creed.

## Lesson Wrap-Up

**VISIONS** March 17, 2020 4th Sunday of Lent

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

Answer the following questions based on the lesson.

1. What does Father Greg Boyle say is the surest way to save the life of a young person who lives in his violent community in East Los Angeles?
2. What does Homeboy Industries do for gang members?
3. In this Sunday's Gospel, whom does Jesus say prefers the light? The dark?
4. How does John 3:16 summarize the entire Gospel?
5. What is your conscience? What forms a conscience?

**Secret Art**

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At the end of the lesson, students will complete a 'Secret Art' activity, which is a take-home activity or lesson wrap-up.

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

Use Activity #19 from the *Visions 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' 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 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

- Visions Student Lesson for 3/29
- Catechism handbook, pages 11 and 26
- Pens or pencils; markers, crayons, or colored pencils; lined paper
- Bibles for each student
- 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

- *Visions Activity Book*, Activity #21
- Weekly Lesson Assessment: [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment)

## Single-Session Lesson Pacing Guides

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

### 60-Minute Lesson

#### Share Experiences (20 minutes)

- Gathering Prayer
- Cover Activity • Jesus Risks His Life for His Friends (page 1)
- Article • Carlos Acutis: The Saint Who Played Video Games (pages 2-3)
- Discuss the first *Talk* question.

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

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

 Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 11 and 26.

- Our Catholic Faith (page 5)

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

- Activity • How Does It Feel to Be at Lazarus's Tomb? (pages 6-7)
- Closing Prayer

#### Take-Home

- Catholic Leaders • Megan Gannon, Author and Engineer (page 8)
- Sacrament of Matrimony (*Visions Activity Book*, Activity #21)
- Remind the young people 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 • "We Will Walk With God" (CD-2, #8)
- Gathering Prayer
- Cover Activity • Jesus Risks His Life for His Friends (page 1)
- Carlos Acutis: The Saint Who Played Video Games (pages 2-3)
- Discuss the *Talk* 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)
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Talk* questions related to doctrine.

 Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 11 and 26.

- Our Catholic Faith (page 5)

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

- Activity • How Does It Feel to Be at Lazarus's Tomb? (pages 6-7)
- Catholic Faith Word • Resurrection (page 7)
- Catholic Leaders • Megan Gannon, Author and Engineer (page 8)
- Sacrament of Matrimony (*Visions Activity Book*, #21)
- Closing Prayer

#### Take-Home

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



## Lesson Theme: Who gives us life?

### 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 • Jesus Risks His Life for His Friends (page 1)
- Article • Carlos Acutis: The Saint Who Played Video Games (pages 2–3)
- Discuss the *Talk* 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 *Talk* 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 4)
- Discuss the *Talk* questions related to the doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 11 and 26.

- Our Catholic Faith (page 5)
- 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 • How Does It Feel to Be at Lazarus’s Tomb? (pages 6–7)
- Catholic Faith Word • Resurrection (page 7)
- Catholic Leaders • Megan Gannon, Author and Engineer (page 8)
- Closing Prayer • *Loving God, thank you for the promise that death leads to new life. Amen.* (Repeat.)

#### Day 5

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

##### Friday Take-Home

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

##### Curriculum Connections

- **ELA:** Introduce the students to argumentative essays. Have them select an argument to write about and research the topic before writing the essay. Students should have an opportunity to share their arguments with one another. (CCSS.ELA-Literacy.W.8.1)
- **Math:** In small groups, have the students design a simple church building. Have them draw the building to scale. The students should include an explanation of their scale. (CCSS.Math.Content.7.G.A.2)

#### 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. Give them to the parish secretary to hand out at the appropriate times.

### Extending the Lesson

#### Saints and Feast Days to Celebrate

- **April:** Month of the Holy Eucharist
- **April 2:** 15th Anniversary of Saint John Paul II’s Death
- **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 to 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 young people will:

- Appreciate how friendship affects their feelings and faith.
- Assess the risks Jesus takes to help others in the Gospels 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** Gather your young people and direct them to sit in a circle in your ritual space. Pray the following prayer together. **Leader:** Loving God, you give us free will, and the decisions we make steer our lives. We want to be attentive to your will and make good choices. Help us to choose good friends, create good habits, and spend our time wisely. We understand that our faith life also depends on making good decisions. Let us pray the prayer Jesus taught us. (Pray the Lord's Prayer together.)

**Cover Activity • Jesus Risks His Life for His Friends (page 1)** Remind the young people of the Gospel stories they have studied during the first four weeks of Lent—the temptation of Jesus in the desert; the Transfiguration; the woman at the Well; and the man born blind. Discuss how all of these Gospel stories are, to some degree, about change. They are also about risk. Jesus risks his comfort, his popularity, and even his life to follow his Father's will. Give the young people time to reflect on each of the questions.

• **Friends & Feelings (sidebar, page 1)** Our relationships and feelings influence our choices. Invite the young people to read the list of feelings in the left column and check all they have experienced. When everyone is finished, read through the list and have your students raise their hands for each feeling they checked. Have the group notice which feelings cause the most hands to go up.

**Article • Carlos Acutis: The Saint Who Played Video Games (pages 2-3)** Venerable Carlos Acutis died of leukemia in 2006 at age fifteen. He used his gifts and talents to influence others to participate in the Sacrament of the Eucharist. Read the article aloud together.



**Discuss the Talk questions on page 3. Answers:** 1. Jesus is present in the Eucharist; when we receive the Eucharist regularly, we remain close to Jesus. 2. Open-ended; suggest that they can read the daily Scriptures on an app or follow

inspirational people on social media. 3. Pope Francis suggested that people should be leaders, not simply those who copy or follow others, especially if their actions are not positive; open-ended.

#### Discover Gospel and Doctrine

**Objectives** • The young people will:

- Recognize that giving life is God's power.
- Analyze the prophet Ezekiel's vision of God's power to restore Israel.
- Appreciate how Jesus lives out his missions.

**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)** Ask for volunteers take the parts of Narrator, Mary, Martha, Jesus, Followers, Thomas, Servant, and two groups of Mourners, and proclaim the Gospel.



**Turn to the Talk questions on page 5. Answers:** 1. They trust in Jesus and write him to come heal Lazarus. 2. Jesus is not worried; Lazarus's death will give glory to God. 3. Thomas is sarcastic and disbelieving. He thinks they will be killed. 4. Martha believes Jesus is the Messiah, the one they have waited for. 5. People who had seen what Jesus had done went and told the Pharisees and the chief priests. "So from that day on" this passage reads, "they planned to kill him."



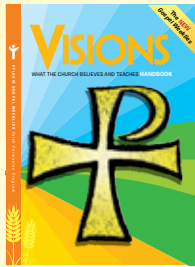
**Connecting Gospel and Doctrine • Jesus Promises Us Life Forever (page 4)** Read this feature aloud as a summary of this Sunday's Gospel concept of eternal life for all who believe in Jesus.



**Turn to the Talk questions on page 4. Answers:** 1. Open-ended; explain that these may be people who are alive or dead. Encourage them to think of someone they know (or have known) personally. 2. Open-ended; remind them that they influence others through their actions and words (e.g., the way they treat others, their texts and posts).



**Distribute the What the Church Believes and Teaches handbooks.**



## What the Church Believes and Teaches


**Jesus' Mission (page 11)**  
**Matrimony (page 26)**

**Turn** to page 11 and read aloud the two paragraphs on Jesus' mission. Emphasize that Jesus reveals God's love in every part of his life and especially in loving us unto death.

**Ask** the young people the different ways Jesus reveals his Father's love during Lent. Two Sundays ago, Jesus heals the heart of the Woman at the Well; last week, he restores the vision of a man born blind; this week, he raises his friend Lazarus from the dead. Each of these actions reveal Jesus' mission—to reveal God's love.

**Turn** to page 26, and ask for volunteers to take turns reading aloud the paragraphs about the Sacrament of Matrimony. As you read, pause for questions and to emphasize what they've read.

**After** you read, ask the young people to list the graces afforded by the sacrament. It perfects the human love of the spouses, strengthens their unity, and sanctifies them on their way to eternal life with God.

 Have the young people close their *What the Church Believes and Teaches* handbooks and return to *Visions*, page 5.

**Our Catholic Faith • Ezekiel Speaks in Visions and Actions (page 5)** Have a strong reader ready to proclaim Ezekiel 37:12–14, Sunday's First Reading. Have the young people work in pairs to respond to the questions, and bring their responses to the large group. Brainstorm times in history as terrible as Ezekiel's—Hiroshima after the bomb; Europe during the plague; the Holocaust, the slaughter of six million Jews during World War II; the genocide of Christians and Muslims in the Middle East. Have the students complete the activity and share responses—both the Old Testament and the Gospel readings are about resurrection from death and hope for eternal life. The final question is open-ended; encourage everyone to contribute names of people who need the Spirit of God to lift them up.

## Live the Gospel

**Objectives** • The young people will:

- Role-play the perspectives of the characters in the Sunday Gospel.

- Appreciate the raising of Lazarus as Jesus' promise of eternal life for believers.
- Dramatize the character in a Lazarus prayer service.

**Living the Gospel • How Does It Feel to Be at Lazarus's Tomb? (pages 6–7)** Arrange the students into four groups, and read the instructions aloud. Encourage each group to use their imaginations to feel and see with their Gospel characters. They can use the spaces on page 6 to make notes about each person's feelings and thoughts. Allow time for the students to practice their parts in their groups, each taking the part of one of the Gospel figures. Explain that, in the Prayer Drama, each student will tell the whole Gospel story from the point of view of what one character experienced.

**Prayer Drama (page 7)** Choose two leaders. Call attention to the headings in purple that identify where each Gospel character speaks. Read the instructions in italic type aloud. Note that near the end of the Prayer Drama the young people will take turns naming loved ones who have died. Encourage the young people to listen to one another, to advance the story, and to leave room for others to add more of it.

**Catholic Faith Word • Resurrection (page 7)** Read the definition aloud to reinforce the message of this Sunday's Gospel. The raising of Lazarus foreshadows the Death and Resurrection of Jesus.

**Catholic Leaders • Megan Gannon, Author and Engineer (page 8)** Give the young people time to read this feature. Direct them to refer back Megan's quotes. Which one resonated with them most?

**Closing Prayer** Pray The Lord's Prayer together to conclude your class.

## Lesson Wrap-Up

**VISIONS** WHAT THE CHURCH BELIEVES AND TEACHES

Answer the following questions based on the lesson.

1. What does Father Greg Boyle say is the surest way to save the life of a young person who lives in his violent community in East Los Angeles?
2. What does Homeboy Industries do for gang members?
3. In this Sunday's Gospel, whom does Jesus say prefers the light? The dark?
4. How does John 3:16 summarize the entire Gospel?
5. What is your connection? What forms a connection?

GospelWeeklies

**VISIONS** WHAT THE CHURCH BELIEVES AND TEACHES

21

**"So Christ Loves the Church?"**

Read the following passage from the Gospel of John and reflect on it. Write your reflections in the spaces provided.

John 3:1-17

Through Jesus Christ to the Church? Through His love called to us for Christ?

Word

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

Use Activity #21 from the *Visions Activity Book* as a take-home activity or lesson wrap-up.



## 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 Pasover 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

- *Visions* Student Lesson for 4/5
- Catechism handbook, pages 6, 29, and 53
- Pens or pencils; markers, colored pencils, or crayons
- Scissors, tape or glue, drawing paper, writing paper
- Bibles for each student
- CD player and *Venture/Visions* CDs
- Bible, cloth, candle, matches/lighter
- For vigil activity: bowl of water, greens and/or flowers, large candle (3-inch diameter), small taper candle for each student

### Suggested Music

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

### Lesson Resources

- *Visions 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 (10–15 minutes)

- Gathering Prayer
- Cover Activity • Breaking News: It's Holy Week! (page 1)
- Gospel Reading • Procession with Palms (page 1)

#### Discover Gospel and Doctrine (35–40 minutes)

- Sunday Gospel • We Walk in Jesus' Steps During Holy Week (pages 2–5)
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 6, 29, and 53.

- Our Catholic Faith (page 5)

#### Live the Gospel (10–15 minutes)

- Activity • Plan a Vigil Service (pages 6–7)
- Closing Prayer

#### Take-Home

- Gospel • Good Friday Gospel (page 8)
- Activity • The Paschal Mystery (*Visions Activity Book*, Activity #8)
- Remind the young people 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 (15–20 minutes)

- Gathering Song • "Lord By Your Cross" (CD-1, #16)
- Gathering Prayer
- Cover Activity • Breaking News: It's Holy Week! (page 1)
- Gospel Reading • Procession with Palms (page 1)

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

- Gospel Ritual • "Lenten Gospel Acclamation" (CD-1, #2)
- Sunday Gospel • We Walk in Jesus' Steps During Holy Week (pages 2–5)
- Connecting Gospel and Doctrine (page 5)
- Discuss the *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 6, 29, and 53.

#### Live the Gospel (20–25 minutes)

- Activity • Plan a Vigil Service (pages 6–7)
- Catholic Faith Word • Holy Week (page 6)
- Activity • The Paschal Mystery (*Visions Activity Book*, Activity #8)
- Closing Prayer

#### Take-Home

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



## Lesson Theme: We celebrate the events of Holy Week.

### 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 • Breaking News: It’s Holy Week! (page 1)
- Gospel Reading • Procession with Palms (page 1)
- 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 • We Walk in Jesus’ Steps During Holy Week (pages 2–5)
- 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 5)
- Discuss the *Talk* questions related to doctrine.



**Distribute the Students’ *What the Church Believes and Teaches* handbooks. Turn to pages 6, 29, and 53.**

- 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 • Plan a Vigil Service (pages 6–7)
- Catholic Faith Word • Holy Week (page 6)
- Closing Prayer • *Dear Jesus, thank you for opening the gates of Heaven for us. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Dear Jesus, thank you for opening the gates of Heaven for us. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Activity • The Paschal Mystery (*Visions Activity Book*, Activity #8)
- Closing Prayer (see page TG4-19)

##### Friday Take-Home

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

##### Curriculum Connections

- **Math:** Give the students a unique algebraic equation and have them create a real-life word problem for the equation. (CCSS.Math.Content.7.EE.B.3)
- **SS:** Explain to the students that sometimes it is difficult for a society to live up to the standards it has set for itself, as Pilate learns in this Sunday’s Gospel. We must first understand its principles and ideals. Invite students to analyze the principles and ideas found in the founding documents of the United States. Working in small groups, direct the students to analyze a different founding document. The students should prepare a presentation explaining how their document influences the social and political system of the United States. (D2.Civ.8.6–8)

#### 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 can 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 young people will:

- Celebrate a Palm Sunday procession.
- Imagine themselves as present when Jesus enters Jerusalem.

 Gather the young people in your ritual space and ask them to sit in a circle. Play and sing “Lord By Your Cross” (CD-1, #16). Lyrics are available to download and print at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Remain in the prayer circle. Set the scene for this Sunday's processional Gospel Reading with this gathering prayer. **Leader:** This Sunday's Gospel tells of people in Jerusalem welcoming Jesus into the city by waving palms and laying down their cloaks. We all know how nice it is to feel truly welcomed. With that in mind, let us begin our class by welcoming one another with a sign of peace.

**Cover Activity • Breaking News: It's Holy Week! City Welcomes Jesus (page 1)** Ask one student to read aloud Matthew 21:1–11, the Gospel Reading for Sunday's procession with palms. Then invite the students to imagine they are part of the crowd as Jesus triumphantly enters Jerusalem on the first Palm Sunday. Ask them to speculate about who makes up the crowd—Roman soldiers, Pharisees, Jewish merchants, poor people, women, children, followers of Jesus, a high priest. Have one student take the part of Josiah, the reporter, read the text, and then interview several other students about the coming week. Have the young people write their responses to Josiah's questions.

### Discover Gospel and Doctrine

**Objectives** • The young people will:

- Recognize ways they have experienced betrayal and empathize with Jesus in his Passion.
- Analyze the events of Holy Week through Scripture study, questions, prayers, and activities.

**Gospel Ritual** Gather the young people in the prayer space. Play and sing “Lenten Gospel Acclamation” (CD-1, #2).

**Activity • Put Yourself in Jesus' Passion (page 2)** Return to your workspace. Before you begin reading Matthew's account of Jesus' Passion and Death, take time to assess the human emotions related to this story. Though Jesus is fully

divine, he is also fully human. This week, he experiences many of the things we may face in our friendships, specifically betrayal. Give the young people time to read and rank the different experiences of betrayal in the sidebar on page 2. Ask for volunteers to share what they identified as the greatest betrayal. Create a class tally of the five worst kinds of betraying actions.

**Sunday Gospel Reading and Activity • We Walk in Jesus' Steps During Holy Week (pages 2–5)** In this expanded Gospel activity, the young people will put themselves in the scenes of the Passion story's main characters, including Jesus, Peter, Judas, and the other disciples.

- Ask for two volunteers to read aloud the passages under the heading *Jesus' Friend Turns on Him*. Have all the students write their answers to the questions. Then do the same with *The Last Supper*, and take time for volunteers to share their ideas.
- Choose volunteers to read the passages on page 3. Again, have the students imagine themselves as Jesus, Peter, and Judas and the other Apostles. Complete the response statements; then share and discuss.
- Turn to page 4 and read aloud *High Priest, Council Interrogate Jesus* (page 4). Then give the young people time to write the article for *Disciple Denies His Leader* (page 4, bottom). You may also choose to have the students do this activity in pairs or assign it as homework.
- Read aloud *Governor Says Jesus Is Innocent*. Allow time for everyone to complete the photo posters. Have volunteers share what they wrote. Make sure to discuss the question about being falsely accused; there are many points in this Gospel that the young people may relate to their own lives, especially when Jesus is betrayed and denied by his friends.
- Turn to page 5, and have volunteers read aloud *Romans Crucify Jesus*. Then look up and read aloud the powerful words that follow Jesus' Death.
- To conclude this activity, read aloud *Jesus Is Laid in the Tomb*. Ask the young people about a time when someone offered them a special kindness or respect, as Joseph Arimathea does. Close by asking the young people to draft and share their own prayers written from the perspective of Mary Magdalene.



### Connecting Gospel and Doctrine • Jesus Sacrifices His Life for Us (page 5)

Many of us make small sacrifices every day, giving up a special treat or privilege for the good of someone else, for example. Even before Holy Week, we see Jesus sacrificing his safety and comfort for the sake of others. Ultimately, he sacrifices himself on the Cross for our salvation. Read aloud the doctrine related to Jesus' sacrifice.

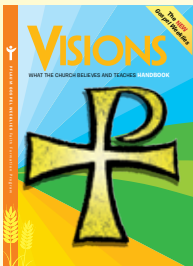


Discuss the *Talk* questions on page 5. **Answers:**

1. Open-ended. The young people will likely list their parents; however, remind them of the sacrifices of time that teachers and coaches make for them. Sharing their time is a sacrifice as well.
2. Distribute writing paper and give the young people time to reflect on their Lenten sacrifices; remind them at these efforts don't simply stop at the end of Holy Week. We are meant to continue our efforts to grow closer to God through prayer, generosity, and good works. These sacrifices express our gratitude for Jesus' ultimate sacrifice.



Distribute the *What the Church Believes and Teaches* handbooks.



## What the Church Believes and Teaches

**Follow Jesus (page 29)**  
**The Nicene Creed (page 6)**  
**The Apostles' Creed (page 53)**

**Lead** your group in recalling what Holy Week remembers and celebrates—Jesus' Last Supper with his friends, his Passion and Death, and his Resurrection. Stress that these events form the heart of Christian faith.

**Turn** to page 29 and take turns reading aloud the Follow Jesus section. This is a dense section that traces the history of our ancestors in faith and how they said yes to God. Remind the young people that we continue to say yes to God by following his teachings—the Ten Commandments, the Sermon on the Mount, and the Great Commandment.

**Turn** to page 6 and together read aloud the Nicene Creed. Direct the young people identify the key events in Jesus' life that this creed proclaims. They may choose to work in pairs to underline these events.

**Turn** to page 52 and follow the same steps for the Apostles' Creed.



Have the young people close their *What the Church Believes and Teaches* handbooks and return to *Visions*, page 6.

## Live the Gospel

**Objectives** • The young people will:

- Celebrate the forgiving love Jesus shows in his Passion.
- Plan and celebrate an Easter Vigil prayer service.

**Catholic Faith Word** • **Holy Week (page 6)** Read aloud the definition to reconnect the events in the Bible that the young people are studying to the Church's liturgical celebrations.

## Living the Gospel • Plan a Vigil Service (page 6)

This prayer service summarizes the first parts of the Easter Vigil liturgy, including the services of light, of the Word, and of Baptism. Preparing this prayer will help your students get more from the Easter Vigil liturgy itself. Read aloud the introduction in the first column on page 6. Assign students to one of the four groups to make the preparations described for that group number.

### • We Celebrate Jesus' Resurrection (page 7)

Celebrate the prayer service with an enthusiasm that captures the spirit of the greatest feast of the Liturgical Year. It is also appropriate to pray this prayer service during the weeks after Easter Sunday. You may choose to devote a whole class period to its preparation and celebration.

• **Good Friday Gospel (page 8)** Direct the young people's attention to the lower-left corner of this page. This lesson focuses on Matthew's account of Jesus' Passion; however, we read John's account on Good Friday. Encourage the young people to attend the Good Friday liturgy. Direct the young people to read John 18:1—19:42 as homework and as a way to prepare for Holy Saturday and Easter Sunday.

## Closing Prayer • We Seek Forgiveness and Strength (page 8)

Read the introductory copy at the top of the page. If you are going to celebrate the forgiveness prayer as part of class, give the young people a few quiet moments for them to think about areas for which they need forgiveness and ways they need to forgive others. Then celebrate the prayer service. If you want the young people to celebrate the prayer at home with their families, read it over together and let them suggest ways to make it work at home.

## Lesson Wrap-Up

**VISIONS** What the Church Believes and Teaches

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

Answer the following questions based on the lesson.

1. What does Father Greg Boyle say is the surest way to save the life of a young person who lives in his violent community in East Los Angeles?
2. What does Homeboy Industries do for gang members?
3. In this Sunday's Gospel, whom does Jesus say prefers the light? The dark?
4. How does John 3:16 summarize the entire Gospel?
5. What is your conscience? What forms a conscience?

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**Jesus' Mission to Save**

Read the introductory copy at the top of the page. If you are going to celebrate the forgiveness prayer as part of class, give the young people a few quiet moments for them to think about areas for which they need forgiveness and ways they need to forgive others. Then celebrate the prayer service. If you want the young people to celebrate the prayer at home with their families, read it over together and let them suggest ways to make it work at home.

Question/Reflection	What I Learned	How I can apply this to my life
Empty	Jesus' teachings	"Be as poor as the birds"
Many	Jesus' love	"My Father will take care of you"

VISIONS

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

Use Activity #8 from the *Visions 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).

### Materials

- *Visions* Student Lesson for 4/12 and 4/19
- Catechism handbook, page 12
- Pens or pencils; scissors; stapler; markers, colored pencils, or crayons
- Index cards, hangers, and cardstock
- Bibles for each student
- Rosaries for each student (for Divine Mercy chaplet)
- Large bowl of water and flowers
- CD player and *Venture/Visions* CDs
- Bible, cloth, candle, matches/lighter

### Suggested Music

- "Easter Song" (CD-2, #4)
- "Easter Alleluia" (CD-2, #1)

### Lesson Resources

- *Visions Activity Book*, Activity #10

## 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 (20–25 minutes)

- Gathering Prayer
- Sunday Gospel • Jesus Is Risen! Alleluia! (page 1)
- Discuss the *Talk* questions related to the Gospel.
- Catholic Faith Word • Easter (page 1)
- Story • I'm Glad You're Sad (pages 2–3)
- Discuss the first *Talk* question.

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

- Sunday Gospel • Jesus Appears to His Friends and Disciples (pages 4–5)
- Discuss the *Talk* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Talk* questions related to doctrine.

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

- Our Catholic Faith (page 5)

#### Live the Gospel (10–20 minutes)

- Activity • A to Z Jesus Crossword Puzzle (pages 6–7)
- Closing Prayer

#### Take-Home

- Activity • The Church (*Visions Activity Book*, Activity #10)
- Remind the young people 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 (30–35 minutes)

- Gathering Song • "Easter Song" (CD-2, #4)
- Gathering Prayer
- Sunday Gospel • Jesus Is Risen! Alleluia! (page 1)
- Discuss the *Talk* questions related to the Gospel.
- Catholic Faith Word • Easter (page 1)
- Story • I'm Glad You're Sad (pages 2–3)
- Discuss the *Talk* questions related to the story.

#### Discover Gospel and Doctrine (30–40 minutes)

- Gospel Ritual • "Easter Alleluia" (CD-2, #1)
- Sunday Gospel • Jesus Appears to His Friends and Disciples (pages 4–5)
- Discuss the *Talk* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Talk* questions related to doctrine.

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

- Our Catholic Faith (page 5)

#### Live the Gospel (15–20 minutes)

- Activity • A to Z Jesus Crossword Puzzle (pages 6–7)
- Activity • The Church (*Visions Activity Book*, Activity #10)
- Closing Prayer

#### Take-Home

Remind the young people to share their lesson with their families and to do the *With My Family and Friends* activities on page 8 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)
- Sunday Gospel • Jesus Is Risen! Alleluia! (page 1)
- Story • I’m Glad You’re Sad (pages 2–3)
- 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 Appears to His Friends and Disciples (pages 4–5)
- Discuss the *Talk* 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 4)
- Discuss the *Talk* questions related to the doctrine.



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

- Our Catholic Faith (page 5)
- 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 • A to Z Jesus Crossword Puzzle (pages 6–7)
- Closing Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Activity • The Church (*Visions Activity Book*, Activity #10)
- Closing Prayer (see page TG4-23)

##### Friday Take-Home

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

##### Curriculum Connections

- **ELA:** Have the students research how different cultures celebrate Easter and write an essay comparing and contrasting the different celebrations. (CCSS.ELA-Literacy.7.2)
- **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/divinemercy.pdf](http://kofc.org/en/resources/cis/devotionals/divinemercy.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 young people will:

- Dramatize the news of Jesus' Resurrection with joy!
- Define *Easter* as a day and as a liturgical season.
- Discuss feelings surrounding the death of a peer.



Gather in your prayer space. Note the bowl of water and flowers as Easter symbols. 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 • Easter Faith Makes All Things New (page 8)** Assign parts to volunteers, and celebrate this prayer service to begin your lesson. Conclude by singing "Easter Alleluia" (CD-2, #1) as the acclamation for the Easter Sunday Gospel Reading.

**Sunday Gospel • Jesus Is Risen! Alleluia! (page 1)** Ask for four new volunteers to proclaim the Easter Sunday Gospel.



Marcelino Truong Bayard



**Discuss the Talk questions on page 1. Answers:**

1. They see the stone had been moved away, that the tomb is empty, the wrappings used to cover Jesus' body, and the wrapping for Jesus' head rolled up. 2. Peter feels anxious and eager to see the tomb and concerned at what he sees there. Peter feels sorry he denied Jesus.

**Catholic Faith Word • Easter (page 1)** Read aloud this week's definition. Add that Easter is a great day of celebration; however, it is also a fifty-day season that includes Jesus' Ascension and ends with the birthday of the Church at Pentecost.

**Story • I'm Glad You're Sad (pages 2-3)** Ask the young people what Jesus' other disciples may have felt after his death and before they knew of his Resurrection. *Afraid, confused,*

*sad, angry.* The students in the story have experienced the sudden, tragic death of a friend and classmate. Their teacher gives them the time to share their memories and feelings. Take turns reading aloud the story.



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

1. Open-ended; it may encourage the young people to share if you offer your own experience of loss. 2. It helps ease sadness to share memories of a friend. 3. Reuniting with family and friends; ending all pain, illness, and suffering; being united with God; open-ended.

#### Discover Gospel and Doctrine

**Objectives** • The young people will:

- Proclaim the Easter Gospels in which Jesus reveals himself to his friends.
- Recognize that the Church is a sign and instrument of our union with God and one another.
- Celebrate an Easter prayer service.

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

**Sunday Gospel • Jesus Appears to His Friends and Disciples (pages 4-5)** This long Gospel is actually two Gospel stories: Jesus' appearance to Mary Magdalene followed by the Gospel Reading for the Second Sunday of Easter. Choose five volunteers to proclaim the parts of Narrator 1, Mary Magdalene, Narrator 2, Jesus, and Thomas; and assign the rest of the class to be Angels and Other Disciples. Because this Gospel is quite long, act it out in a large, open space, moving from one corner to the next with each new scene.



Marcelino Truong Bayard



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

1. Mary recognizes Jesus when he calls her by name. 2. Thomas wants to see Jesus before he believes. He believes when he touches Jesus' wounds. 3. Open-ended. Help the young people recall the many symbols of Holy

# April 12 and April 19, 2020 • Easter Sunday and 2nd Sunday of Easter (Sunday of Divine Mercy)

*Week liturgies—venerating the cross, new fire, Easter candle, lilies, Baptisms, new holy water.*



**Connecting Gospel and Doctrine • Jesus Gives Us Joy and New Life (page 4)** Read this summary of the Easter Gospel's message: Jesus' Resurrection gives us joy and life.



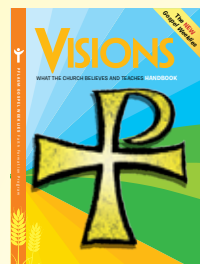
**Turn to the Talk questions on page 4. Answers:**

1. Open-ended; this is a good opportunity to revisit not only the Easter Gospels but also those from Holy Week.
2. Open-ended; they probably would have shared the same feelings and reactions as Jesus' friends.

**Our Catholic Faith • Easter Calls Us to Be Witnesses (page 5)** Read this page aloud together as a class. Allow the young people time to complete the questions about missionaries in the right-hand column. Give everyone time to share their responses.



**Distribute the *What the Church Believes and Teaches* handbooks.**



## What the Church Believes and Teaches

The Church (page 12)

**Turn** to page 12 and read aloud the first paragraph. Make clear that the word *Church* means the people, the assembly or gathering of those who believe in Jesus Christ.

**Read** aloud paragraph two, which explains how the Church becomes the Body of Christ.

**Read** paragraph three and talk about ways they have experienced the unity of the Church.

**Summarize** this section by reading aloud the final paragraph.



**Have the young people close their *What the Church Believes and Teaches* handbooks and return to *Visions*, page 5.**

## Live the Gospel

**Objectives •** The young people will:

- Review what they have learned about Jesus, the Bible, and the Church.

- Observe the Sunday of Divine Mercy by praying the Divine Mercy Chaplet.

**Living the Gospel • A to Z Jesus Crossword Puzzle (pages 6–7)** Begin this activity by reading aloud the Vatican II quotation at the bottom of page 6. Instruct the young people to work in pairs or individually to complete the puzzle. If time permits, you may choose to have them complete one or both of the activities in the yellow box on page 7. Or arrange the class and have an impromptu class quiz or game using the answers to the puzzle: *Ascension, Beatitudes, crucifixion, David, Eucharist, faith, Gospel, human, Incarnation, Jew, kingdom, Lord, Messiah, Nativity, omega, prophet, Quirinius, redemption, sacrament, Trinity, unity, virgin, wisdom, Xmas, Yahweh, Zachary.*

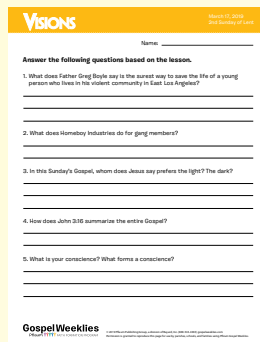
### Closing Prayer • Divine Mercy Chaplet

Pope John Paul II dedicated the Second Sunday of Easter as the Sunday of the Divine Mercy in 2000. Read about this feast day on page TG4-21. There are a number of online resources available so that you may pray the Divine Mercy Chaplet together. Distribute rosaries. Direct the young people to view these instructions on their phones: [kofc.org/en/resources/cis/devotionals/divinemercy.pdf](http://kofc.org/en/resources/cis/devotionals/divinemercy.pdf), or print out copies of this page. Pray the chaplet together to conclude your class.

### With My Family and Friends

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

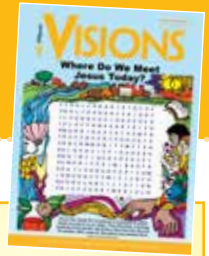
## Lesson Wrap-Up



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

Use Activity #10 from the *Visions Activity 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

- Visions Student Lesson for 4/26
- Catechism handbook, pages 16–17
- Pens or pencils, scissors
- Bibles for each student
- 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

- *Visions 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 (15–20 minutes)

- Gathering Prayer
- Cover Activity • Where Do We Meet Jesus Today? (page 1)
- Article • Taking a Walk with God (pages 2–3)
- Discuss the first *Talk* question.

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

- Sunday Gospel • Jesus' Friends Recognize Him (page 4)
- Discuss the *Talk* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 16–17.

- Our Catholic Faith (page 5)

#### Live the Gospel (15–20 minutes)

- Activity • Scripture Study and Emmaus Walk (pages 7–8)
- Closing Prayer

#### Take-Home

- Activity/Map Study • Saint Paul's Missionary Travels (page 6)
- Activity • Sacrament of the Eucharist (*Visions Activity Book*, Activity #17)
- Remind the young people 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 • Where Do We Meet Jesus Today? (page 1)
- Article • Taking a Walk with God (pages 2–3)
- Discuss the *Talk* 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 (page 4)
- Discuss the *Talk* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 16–17.

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

#### Live the Gospel (20–25 minutes)

- Activity/Map Study • Saint Paul's Missionary Travels (page 6)
- Activity • Scripture Study and Emmaus Walk (pages 7–8)
- Activity • Sacrament of the Eucharist (*Visions Activity Book*, Activity #17)
- Closing Prayer

#### Take-Home

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



## Lesson Theme: We know Jesus in the Eucharist.

### 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 • Where Do We Meet Jesus Today? (page 1)
- Article • Taking a Walk with God (pages 2–3)
- Discuss the *Talk* 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 (page 4)
- Discuss the *Talk* 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 4)
- Discuss the *Talk* questions related to doctrine.

 **Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 16–17.**

- Catholic Faith Word • Mass (page 5)
- 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.)
- Activity/Map Study • Saint Paul’s Missionary Travels (page 6)
- Activity • Scripture Study and Emmaus Walk (pages 7–8)
- Closing Prayer • *Dear Jesus, help us to always follow your way. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Dear Jesus, help us to always follow your way. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Activity • Sacrament of the Eucharist (*Visions Activity Book*, Activity #17)
- Closing Prayer (see page TG4-27)

##### Friday Take-Home

Remind the young people 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 adding and subtracting rational numbers, including negatives. Ask them to represent the addition and subtraction on a number line diagram. (CCSS.Math.Content.7.NS.A.1)
- **SS:** Have the students research the area where Jesus lived and taught. In pairs, instruct them to create a map of cultural and environmental patterns in that area. (D2.Geo.1.6-8)

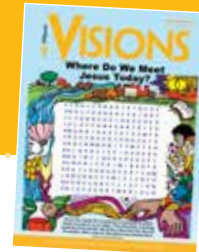
#### Catholic Identity Project of the Week

The two men walking along the road to Emmaus recognized Jesus when he blessed and broke the bread. Sharing a meal—the Eucharist—is central to our faith and life as Catholics. Unfortunately, too many people in our local communities are food insecure. Work with your class to organize a food drive for a local food pantry.

### Extending the Lesson

#### Saints and Feast Days to Celebrate

- **April 29: Saint Catherine of Siena, Virgin and 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 young people will:

- Celebrate a prayer service based on Psalm 16.
- Complete a hidden-word puzzle that shows the ways they encounter Jesus.
- Identify a pilgrimage as a way to experience God's presence.



Gather in your prayer space. Play and sing "Fresh as the Morning" (CD-2, #10). Lyrics are available to download and print at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Remain your ritual space and ask the young people to sit in a circle. Lead them in the following prayer. **Leader:** Our gathering prayer is based on Psalm 16. **All:** Loving God, show us the path of life. **Leader:** Keep us safe, O God, for you are our refuge. We put our trust in you. **All:** Loving God, show us the path of life. **Leader:** We look to you for counsel. Even during dark and troubling times, we know we are not alone. **All:** Loving God... **Leader:** We are relaxed and confident knowing that you are with us always. You show us the path to life and fill us with joy and delight. **All:** Amen.

#### Cover Activity • Where Do We Meet Jesus Today? (page 1)

This activity introduces the concept of presence. Give the students time to complete the wordfind and to connect the words to their symbols. **Answers:** Holy Orders, Confirmation, Marriage, Baptism, Eucharist, Reconciliation, Anointing, Scripture, community, parish.

#### Article • Take a Walk with God (pages 2-3)

Many people find that they experience the presence of God in nature. Ask the young people if they are familiar with pilgrimages. These eleven boys committed to walking for mental-health issues. Along their walk, they raised awareness for teens who face depression, addiction, and suicidal thoughts; they also prayed for those who are suffering and for the souls of those who have died from suicide. Take turns reading this story aloud; make sure to take time for who wish to share their experiences.



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

1. They were pleasantly surprised by the support they received—from strangers driving by as they walked and from people who offered to make them meals. They also surprised themselves by how they were able to accomplish their walking goals. 2. Open-ended. This is a time of growth and

change for young people; they are likely to have experienced tests of friendships, their own abilities, and perhaps even their faith. 3. Changes in behavior or emotions or withdrawal from friendships or activities; encourage the young people to seek help for friends if they sense they are facing depression. Like the boys in the story, no one their age is expected to counsel or treat a friend. Open-ended.

#### Discover Gospel and Doctrine

**Objectives** • The young people will:

- Identify the ways in which blessing, breaking, and sharing bread reveals who Jesus is.
- Recognize that Jesus is present in the Eucharist.
- Understand how breaking bread together keeps the Risen Jesus present among us.
- Discuss their duty to attend Mass regularly.

**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 (page 4)

Share with the young people that the disciples in this Sunday's Gospel are on a walk, not unlike the pilgrimage they just read about. The disciples are walking and talking about all of the things that have transpired; they also may have prayed together as they walked. Have seven students take the parts of Narrators 1 and 2, Cleopas, Jesus, and the three disciples, and proclaim the Gospel.



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

1. He breaks bread and gives it to them, just as he did at the Last Supper. We believe that he is present when we break bread together at our Eucharistic liturgy. 2. Recall songs that you sing in your parish. 3. Lilies and other plants and flowers that symbolize spring and new life. Alleluias in the songs. The priest sprinkles people with new holy water. A choir to lead the singing. More musicians to play instruments. Ask the students what parallels they see between what happens in the Emmaus story and what happens during Sunday Mass—we break open the Word as Jesus does for the two disciples; the priest breaks, blesses, and shares the Eucharistic bread as Jesus does.



#### Connecting Gospel and Doctrine • Jesus Is Always with Us in Word and Sacrament (page 4)

Invite the young people to listen as you read aloud the summary of ways that Jesus continues to be present with us.

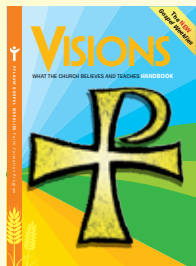


Discuss the *Talk* questions on page 4. **Answers:**

1. Open-ended; social media, cell phones, and video calling allow us to keep in touch. Traditions and shared stories also keep us close. 2. Open-ended; this may be difficult to express in words. Even the close feeling of being part of the assembly.



Distribute the *What the Church Believes and Teaches* handbooks.



## What the Church Believes and Teaches

What Do You Say?  
(pages 16–17)

**Remind** the young people that Jesus breaks open the Scriptures for the two disciples he meets as they are walking to Emmaus. The young people have learned about the Scriptures throughout this year. The application of that Scripture to their daily lives is the focus of this part of the lesson.

**Direct** the young people to turn to pages 16–17. Have them work individually on the three situations. Then arrange them into small groups to share their responses. Challenge the small groups to apply any relevant Scripture they remember from this year that supports the choices they make.



Have the young people close their *What the Church Believes and Teaches* handbooks and return to *Visions*, page 5.

**Catholic Faith Word • Mass (page 5)** Read the definition aloud to introduce the feature on page 5.

**Our Catholic Faith • Why Do Catholics Go to Mass? (page 5)** Regular Mass attendance is required of all Catholics. Read this page aloud as a class. Give the young people time to write in their responses and complete the checklist. Encourage volunteers to share their responses with the group.

## Live the Gospel

**Objectives •** The young people will:

- Trace the early Church in a study of Paul's letters.
- Reflect on the Gospel as they take an Emmaus Walk.

## Activity • Saint Paul's Missionary Travels (page 6)

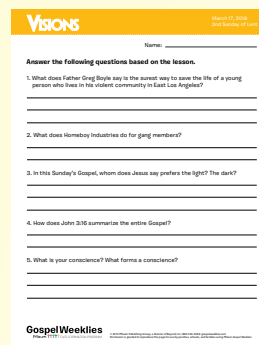
Introduce this activity by having the young people look at the map and note the names of the cities. Ask them where they may have heard these names before. *In the Second Readings—the letters of Paul to the Philippians, the Colossians, the Ephesians, the Corinthians. These cities are all real places in Greece and Turkey, and they were the first Christian communities Paul visited during his ministry.* Distribute Bibles and give the young people time to look up the passages and fill in the blanks. You may wish to have students work in pairs, taking turns to look up the verses in their Bibles. Briefly go over the questions together.

## Living the Gospel • Scripture Study and Emmaus Walk (pages 7–8)

Read aloud the introduction. To prepare for the Emmaus Walk, have your young people work in groups of four to respond to the eight questions about the Gospel on pages 7 and 8. Then have them cut out the footprints and place them in a pocket or envelope. Plan and lead a fifteen-minute walk around the parish or school. Students will walk in pairs and discuss as many of the questions as they can in the allotted time.

**Closing Prayer** Ask the young people to describe something they learned on the walk. Take time to praise each young person for something he or she has contributed to the group over the year. Invite them to name people for whom they wish to pray. Join hands and pray the Lord's Prayer together.

## Lesson Wrap-Up



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

Use Activity #17 from the *Visions 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

- Visions Student Lesson for 5/3
- Catechism handbook, pages 52, 55, and 56
- Pens or pencils
- Bibles for each student
- 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

- Visions Activity Book, Activity #11
- 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 • Who Are the Good Shepherds Among Us? (page 1)
- Article • A Shepherd Knows His Sheep (pages 2–3)
- Discuss the first *Talk* question.

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

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

 Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 52, 55, and 56.

- Our Catholic Faith (page 5)

#### Live the Gospel (15–20 minutes)

- Activity • How Will You Serve This Summer? (pages 6–7)
- Closing Prayer

#### Take-Home

- Saints • Saint Isidore the Farmer (page 8)
- Activity • Mary (Visions Activity Book, Activity #11)
- Remind the young people 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 • "Easter Song" (CD-2, #4)
- Gathering Prayer
- Cover Activity • Who Are the Good Shepherds Among Us? (page 1)
- Article • A Shepherd Knows His Sheep (pages 2–3)
- Discuss the *Talk* questions related to the article.
- Catholic Faith Word • Martyr (page 3)

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

 Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 52, 55, and 56.

- Our Catholic Faith (page 5)

#### Live the Gospel (20–25 minutes)

- Activity • How Will You Serve This Summer? (pages 6–7)
- Saints • Saint Isidore the Farmer (page 8)
- Activity • Mary (Visions Activity Book, Activity #11)
- Closing Prayer

#### Take-Home

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



## Lesson Theme: Jesus leads us as a shepherd.

### 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 • Who Are the Good Shepherds Among Us? (page 1)
- Article • A Shepherd Knows His Sheep (pages 2–3)
- Discuss the *Talk* questions related to the article.
- Catholic Faith Word • Martyr (page 3)
- 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 *Talk* 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 *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 52, 55, and 56.

- 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 • How Will You Serve This Summer? (pages 6–7)
- Saints • Saint Isidore the Farmer (page 8)
- Closing Prayer • *Jesus, our Good Shepherd, help us to always follow you. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Jesus, our Good Shepherd, help us to always follow you. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Activity • Mary (*Visions Activity Book*, Activity #11)
- Closing Prayer (see page TG4-31)

##### Friday Take-Home

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

##### Curriculum Connections

- **Sci:** Provide the students with a variety of random objects (such as playdough, straws, paper clips, string, rubber bands, bouncy balls, et cetera), and arrange them into pairs. Instruct students to use the objects to create a gate which opens and closes. The students should then inspect and evaluate each other's designs using an agreed-upon testing system to determine which gate is best. (MS-ETS1-2)
- **ELA:** Pass out a magazine ad to each student and have each write a descriptive or narrative paragraph(s) based on the advertisement. The students should use a variety of verbs in active and passive voice. (CCSS.ELA-Literacy.L.8.1.B)

#### 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 the Religious Teachers Venerini.
- **May 7: National Day of Prayer (USA)**




### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The young people will:


- Analyze the metaphor of the good shepherd.
- Learn through the story of Catholic missionary and martyr Blessed Stanley Rother how far a good shepherd will go to protect his flock.

 Gather the young people in a circle in your ritual prayer space. 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** Remind the young people that May is celebrated as Mary's month in the Church. Distribute the *What the Church Believes and Teaches* handbooks, and direct the young people to turn to page 52. Pray the Hail Mary aloud together.

**Cover Activity • Who Are the Good Shepherds Among Us? (page 1)** Give the young people time to respond to the questions individually; then discuss the questions as a group. Ask for volunteers to share their responses.

**Article • A Shepherd Knows His Sheep (pages 2-3)** Read the first paragraph of the story aloud and then pause to ask whether any of the young people care for siblings or perhaps neighbor children. What are some of the things they do to protect them? *Feed, change, read, watch that they don't fall or harm themselves. Comfort them if they do get hurt.* Explain that many people consider Blessed Stanley Rother to be a good shepherd. As you read, ask them to note examples of his caring and protection. Take turns reading the story aloud.

 **Discuss the Talk questions on page 3. Answers:**  
 1. Open-ended; the young people may note Father Stan's tenacity, that he never gave up when he failed out of seminary. His strong Catholic upbringing and his work ethic also contributed to his work as a missionary. 2. He worked alongside them, ate meals with them, and learned their language. 3. Open-ended; encourage the young people to express why someone chooses to take this kind of risk for someone else. 4. Teaching catechists; sharing the Word, Eucharist, and celebrating sacraments; hiding young men in the Church; sharing food and shelter; never leaving his people alone. Accept all relevant responses.

**Catholic Faith Word • Martyr (page 3)** Read aloud this week's definition to underscore that Blessed Stanley Rother's death for his faith and his people is the reason that many people consider him to be a martyr.

#### Discover Gospel and Doctrine

**Objectives** • The young people will:


- Explore the metaphor of Jesus as the Good Shepherd.
- Understand that we are called by name in Baptism, as the shepherd knows each one of his sheep.
- Pray the Marian prayers in honor of Mary's month.


**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)** Have seven volunteers take the six Jesus parts and that of Narrator and invite them to proclaim the Gospel.



Marcellino Tironi/Bayard

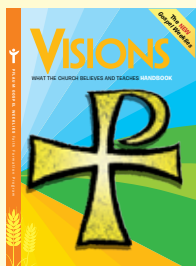
 **Discuss the Talk questions on page 4. Answers:**  
 1. Shepherds care for, protect, and lead their sheep.  
 2. Shepherds feel responsibility and love for their flock; they are in community with them. A stranger may flee if things get rough. 3. Shepherds serve as gates to the sheepfold; they call their sheep, who recognize their voices and then follow where the shepherds lead. This figure of speech tells us Jesus cares about us, will lead us in safety, and protects us from danger. 4. Open-ended; Jesus lays down his life for the members of his flock.

 **Connecting Gospel and Doctrine • God Knows Us and Calls Us Through Baptism (page 4)** Read this feature aloud as a summary of this Sunday's Gospel concept. Jesus, the Good Shepherd, knows each one of us by name. At Baptism, each one of us is called by name.

 **Discuss the Talk questions on page 4. Answers:** 1. He guided them by sharing his teachings and the Scriptures. He assured their salvation through his Death on the Cross. 2. Open-ended; many people are comforted by Jesus' teachings in the Bible. When we pray and when we receive the Eucharist, we build our relationship with Jesus. The trust we build can make us feel safe.



**Distribute the *What the Church Believes and Teaches* handbooks.**



## What the Church Believes and Teaches


**Hail Mary (page 52)**  
**Hail, Holy Queen (page 52)**  
**The Rosary—Joyful and Glorious Mysteries (page 55)**  
**Memorare (page 56)**

**Remind** the young people that May is celebrated as Mary's month in the Church. Encourage them to say these Marian prayers as part of their daily prayers.

**Turn** to each of the prayers—the Hail Mary; Hail, Holy Queen; and the *Memorare*—and give the young people time to pray them aloud together.

**Then turn** to page 55. Read aloud the Joyful and Glorious Mysteries. Underline those that refer specifically to Mary.

**Remind** the young people that next Sunday, May 10, is Mother's Day. Encourage them to pray a decade of the Rosary in honor of their moms or other special women in their lives.

 **Have the young people close their *What the Church Believes and Teaches* handbooks and return to *Visions*, page 5.**

**Our Catholic Faith • Why Is Psalm 23 so Popular? (page 5)** Ask who knows Psalm 23 and has used it to pray. Ask where students have heard the psalm. Explain that King David wrote the psalm. Ask in what ways David sees God as a shepherd. Read aloud the first three paragraphs, which answer these questions and introduce what a psalm is. Have a volunteer read aloud the rest of the feature. Have the group work in twos or threes to respond to the questions at the bottom of the page. When finished, ask them to share their answers with a partner. If time allows, ask for volunteers to read aloud their poem to the rest of the class.

## Live the Gospel

**Objectives • The young people will:**

- Identify ways to let the Holy Spirit work through them over the summer.
- Celebrate people as the living stones of the Church.
- Trace the life of Saint Isidore the Farmer.
- Explore the opportunity to build a Saint Kateri Habitat.

**Catholic Leaders • How Will You Serve This Summer? (pages 6-7)** Read aloud the two introductory paragraphs to your class. Ask the young people to take turns

reading aloud the boxes, which suggest summer service ideas. Invite the students to check the ones they would like to do this summer. When finished, ask for other suggestions.

### Saints • Saint Isidore the Farmer (page 8)

The young people likely will be learning about issues related to the environment in their science classes. Saint Isidore is the patron saint of those people who are stewards of the earth—farmers. Give the young people time to read about Saint Isidore and his wife, Maria, and the many miracles associated with them.

Direct the students' attention to the sidebar about Saint Kateri Habitats. Read aloud this feature together. Does your parish have any garden areas? You may wish to take time to visit these areas together; while there, you could take the opportunity to share one of the Marian prayers to close your class. Ask the young people if they are interested in helping to maintain garden areas at your parish this summer, or if they would like to build a Saint Kateri Habitat.

**Closing Prayer** Ask the young people to select one of the Marian prayers they learned during class. Pray this prayer together to close your class.

### With My Family and Friends

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

## Lesson Wrap-Up

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

Use Activity #11 from the *Visions 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 is our savior and 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 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

- Visions Student Lesson for 5/10
- Catechism handbook, pages 49–50, 53
- Pens or pencils; scissors; markers, crayons, or colored pencils
- 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

- *Visions Activity Book*, Activity #7
- 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 • What Is the Work That Christians Do? (page 1)
- Article • Camp Suzanne (pages 2–3)
- Discuss the first *Talk* question.

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

- Sunday Gospel • Jesus Prepares a Place for Us (page 4)
- Discuss the *Talk* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 49–50.

- Our Catholic Faith (page 5)

#### Live the Gospel (15–20 minutes)

- Activity • We Build the Church with Living Stones (pages 7–8)
- Closing Prayer

#### Take-Home

- Puzzle • Easter Season Crossword (page 6)
- Activity • God the Holy Spirit (*Visions Activity Book*, Activity #7)
- Remind the young people to share their lesson with their families and do the *With My Family and Friends* activities and prayer on page 6 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 • What Is the Work That Christians Do? (page 1)
- Article • Camp Suzanne (pages 2–3)
- Discuss the *Talk* questions related to the article.

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

- Gospel Ritual • "Easter Alleluia" (CD-2, #1)
- Sunday Gospel • Jesus Prepares a Place for Us (page 4)
- Discuss the *Talk* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 49–50.

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

#### Live the Gospel (20–25 minutes)

- Activity • We Build the Church with Living Stones (pages 7–8)
- Puzzle • Easter Season Crossword (page 6)
- Activity • God the Holy Spirit (*Visions Activity Book*, Activity #7)
- Closing Prayer

#### Take-Home

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



## Lesson Theme: We are living stones.

### 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/Si Señor, Yo Creo” (CD-2, #14)
- Gathering Prayer (see page TG4-34)
- Cover Activity • What Is the Work That Christians Do? (page 1)
- Article • Camp Suzanne (pages 2–3)
- Discuss the *Talk* questions related to the article.
- 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 Prepares a Place for Us (page 4)
- Discuss the *Talk* 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 *Talk* questions related to doctrine.



Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 49–50.

- Our Catholic Faith (page 5)
- Catholic Faith Word • Ministry (page 4)
- 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 Build the Church with Living Stones (pages 7–8)
- Puzzle • Easter Season Crossword (page 6)
- 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 (*Visions Activity Book*, Activity #7)
- Closing Prayer (see page TG4-35)

##### Friday Take-Home

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

##### Curriculum Connections

- **Tech:** Have the students sign up for topics you discussed about God or Jesus this year. Ask parents or other community members to submit questions on these topics. Ask the students to work in small groups to answer these questions, and publish the questions and answers on a class blog or website. (ISTE.2016.6c)
- **SS:** Arrange the students into small groups and assign them a time period. Have them identify different groups of people living in that time period and ask them to research and prepare a presentation on how their experiences, and consequently perspective, of the time period were unique. They should include topics such as housing, employment, political rights, etc. (D2.His.4.6-8)

#### Catholic Identity Project of the Week

As the year winds down, take time to celebrate with the parish all that the young people 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 young people will:

- Recognize that Christians do the work of Jesus in the world today.
- Identify how volunteers do the Works of Mercy in a prison program.



Gather in your prayer space. Play and sing "Yes, Lord, I Believe/Si Señor, Yo Creo" (CD-2, #8). Lyrics are available to download and print at [gospelweeklies.com/lyrics](http://gospelweeklies.com/lyrics).

**Gathering Prayer** Invite the young people to take turns sharing their favorite memory of class this year. When everyone has shared, turn to page 53 in *What the Church Believes and Teaches* and pray the Prayer to the Holy Spirit together.

**Cover Activity • What Is the Work That Christians Do? (page 1)** In these Sundays after Easter, the Church teaches us how we carry on the work of Jesus now that he is no longer among us in the flesh. Middle-school students are well aware that not all plans and hopes come to fruition. Read aloud the quote from a reflection titled "Prophets of a Future Not Our Own." (Note: This reflection is often attributed to Saint Oscar Romero; however, it was first delivered by Cardinal Dearden in 1979.)

Direct the young people to review the photos of people and stories they read over this year. They will recognize Chloe Becker (bottom, left) who created a mural to honor African Americans, the Boy Scouts who restored the Frederick Douglass Cemetery, and the Rogue Robotics team from Farmington High School that built adaptable power wheels for disabled children. **Ask:** How do these young people continue the mission of Jesus Christ? Give the class time to discuss the three questions on the cover. Encourage each student to think of one thing they can contribute.

**Article • Camp Suzanne (pages 2-3)** Look at the photos together before reading the story. Mother's Day is Sunday, May 10. Most of the photos show children and mothers together. Explain that these mothers are serving time in prison and do not get to see their children regularly—sometimes, years pass between visits! Ask the young people to speculate what they think that separation might do to a mother-child relationship. Read the story aloud together, taking turns and pausing briefly for reactions and questions.



**Discuss Talk questions on page 3. Answers:** 1. Spending time with their moms, getting to touch and hug them and just "be" together. Knowing that their time together is short and that they will have to say goodbye again; not knowing when they will see their moms again. 2. Crafts, eating, snuggling, talking. 3. The people in prison miss their kids and may be lonely; open-ended. The children get to see where their moms are; they get to talk with them and be held. They also get to work on ways to cope when they aren't together. 4. When they are apart, the children and the moms can stay connected with these memories. Worry dolls and long-distance hugs can help the children deal with emotions that arise when their moms are far away.

### Discover Gospel and Doctrine

**Objectives** • The young people will:

- Identify and apply the gifts of the Holy Spirit.
- Identify and apply the fruits of the Holy Spirit.
- Explore the variety of ministries that have evolved in the Church.

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

**Sunday Gospel • Jesus Prepares a Place for Us (page 4)** Have six students take the four Jesus parts and those of Thomas and Philip and proclaim the Gospel.



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

1. They are worried about Jesus' leaving them and afraid they won't be able to find the place of which he speaks.
2. Jesus is returning to his Father. His followers can be assured of getting there by having faith in Jesus and living as he lived.
3. Jesus says he is the way, the truth, and the life; we know God by knowing Jesus and living as he taught us.



**Connecting Gospel and Doctrine • Peter Teaches Us Who Christians Are (page 4)**

Read this feature aloud to summarize Sunday's Gospel concept.

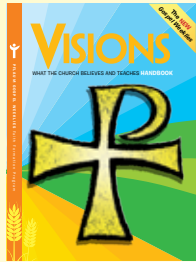


**Discuss the Talk questions on page 4. Answers:**

1. Share with the young people understand that every person is important to God; each person has a role to play in the Kingdom of God. Help get them started with their metaphors.
2. Open-ended; if time permits, give the young people drawing paper to create their own house plans.



Distribute the *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 50)

In this Sunday's First Reading, Acts 6:1–7, 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. You will study this reading in the Our Catholic Faith feature, page 5.

**Read** aloud 1 Corinthians 12:1–11 together. Ask the young people to note the different kinds of spiritual gifts. Ask: Are any of these gifts more important than the others? No, each gift is given by the Holy Spirit for a specific purpose. As you just discussed in the doctrine section, all gifts and all people are important in the service of the Kingdom of God.

**Turn** to page 50 and read aloud the list of the gifts of the Spirit. Ask the young people to consider which of these gifts they have or if they know someone who shares one of these gifts with others.

**Share** with the young people 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 50 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 young people close their *What the Church Believes and Teaches* handbooks and return to *Visions*, page 5.

**Catholic Faith Word • Ministry (page 5)** Read aloud the definition as an introduction to the page 5 feature.

**Our Catholic Faith • Christians Serve the Growing Community (page 5)** Assign a strong reader to proclaim Sunday's First Reading, Acts 6:1–7, which shows how the Word of God continues to spread in and through human beings. Have the students read the article and allow time for them to complete the questions. If time permits, your class may want to commit themselves to doing the service they identify.

## Live the Gospel

**Objectives** • The young people will:

- Review key terms related to the Easter season.
- Identify people upon which the Church is built and the gifts they share.

**Puzzle • Easter Season Crossword (page 6)** Ask the students to do the puzzle in class or encourage them to enjoy it at home. **Answers:** 1. Luke, 2. Holy Week, 3. Acts, 4. graduation, 5. life, 6. Baptism, 7. Emmaus, 8. way, 9. Paul, 10. voice, 11. Cleopas, 12. Saul, 13. truth, 14. missionaries, 15. Holy Spirit

**Living the Gospel • We Build the Church With Living Stones (page 7–8)** This activity immerses the young people in how the Church continues Jesus' mission through its people. After the students have completed their stones, let them choose the group they would like to join for the prayer service—head, heart, voice, hands, or feet.

**Closing Prayer • Living Stones Prayer Service (page 8)** Take the part of leader and let each group respond with their assigned parts.

### With My Family and Friends

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

## Lesson Wrap-Up

**VISIONS** Week 11: 2020  
5th Sunday of Easter

Name \_\_\_\_\_

Answer the following questions based on the lesson.

1. What does Father Greg Boyle say is the surest way to save the life of a young person who lives in his subject community in East Los Angeles?  
\_\_\_\_\_
2. What does Homabay Industries do for gang members?  
\_\_\_\_\_
3. In this Sunday's Gospel, whom does Jesus say prefers the light? The dark?  
\_\_\_\_\_
4. How does John 20:30 summarize the entire Gospel?  
\_\_\_\_\_
5. What is your conscience? What forms a conscience?  
\_\_\_\_\_

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**Gift or Fruit?**

Write the name of the gift or fruit in the box that matches the description.

charity	generosity	fear of the Lord
patience	cheerfulness	kindness
modesty	joy	generosity
glory	kindness	understanding
gentleness	peace	knowledge
faithfulness	wisdom	self-control

† Visions

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

Use Activity #7 from the *Visions Activity Book* 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).

LITURGICAL YEAR			DOCTRINAL CONTENT					
	Date/Sunday	Sunday Gospels	Bible	Catholic Social Teaching	Creed	Sacraments & Liturgy	Life in Christ	Christian Prayer
ORDINARY TIME	September 22, 2019 25th Sunday Ordinary	Luke 16:1–13 Jesus is Our Teacher	Old Testament: Prophet Amos	Option for the poor; care for Creation	Jesus calls all to help the needy. (#952)	Liturgy of the Word: First Reading	Building community; 7th Commandment	Faith journey prayer service
	September 29, 2019 26th Sunday Ordinary	Luke 16:19–31 The Rich Man and Lazarus	Old Testament: Prophet Amos	Principles of Catholic Social Teaching	Jesus loves the poor. (#561)	Liturgy of the Word: First Reading	Social justice and charity	Psalms 146; prayers of praise
	October 6, 2019 27th Sunday Ordinary	Luke 17:5–10 Jesus Calls Us to Believe and Act	New Testament: 2 Timothy	Rights and responsibilities	Faith is a relationship and assent to revelation. (#176)	Bishops serve their communities	Faith at work in our lives	The Lord's Prayer
	October 13, 2019 28th Sunday Ordinary	Luke 17:11–19 Jesus Cures Ten Lepers	New Testament: 2 Timothy	Life and dignity of the human person	Jesus heals both body and soul. (#1503)	Sacrament of Holy Orders	Welcoming outsiders	Five kinds of prayer
	October 20, 2019 29th Sunday Ordinary	Luke 18:1–8 Jesus and the Persistent Widow	Old Testament: Moses	Rights and responsibilities	Pray always with the patience of faith. (#2613)	Liturgy of the Word: First Reading	Seeking justice	Prayers of petition; Pray always
	October 27, 2019 30th Sunday Ordinary	Luke 18:9–14 Pharisee & Tax Collector	New Testament: Pharisees, tax collectors	Life and dignity of the human person	Humility is the foundation of prayer. (#2559)	Creed: Communion of Saints; Preface	Choosing to stand for values	Prayer of St. Francis; <i>Orendas</i>
	November 3, 2019 31st Sunday Ordinary	Luke 19:1–10 Jesus' Visit Changes Zacchaeus	8th Commandment	Option for the poor and vulnerable	Jesus brings salvation. (#452, 620)	Eucharist: Reconciliation	Conversion: What helps me change?	Sign of Peace
	November 10, 2019 32nd Sunday Ordinary	Luke 20:27–38 God Is God of the Living	Old Testament: Maccabees	Human life is sacred	God calls us to repentance and conversion, to seek his mercy. (#1490)	Creed: resurrection	Resurrection, metaphors for God	Prayers for our beloved dead
	November 17, 2019 33rd Sunday Ordinary	Luke 21:5–19 Jesus Gives Us Hope	The Jerusalem Temple	Option for the poor and vulnerable	Jesus will come again. (#680–82)	Eucharist: Nicene, Apostles' creeds	Coping with bullying, resolving conflicts	Hopes for the world
	November 24, 2019 Christ the King	Luke 23:35–43 Jesus Forgives from the Cross	The Kingdom of God	Call to family, community, participation	Jesus is the Messiah, the anointed one. (#453, 547)	Sacrament of Reconciliation	Prayer of Saint Francis; working for peace	Thanksgiving prayer
ADVENT/CHRISTMAS	December 1, 2019 1st Sunday of Advent	Matthew 24:37–44 Jesus Tells Us to Be Ready	Old Testament: Isaiah, prophet of peace	Option for the poor and vulnerable	Christ is the new creation. (#315)	Celebrating Advent; Liturgical year	Keeping Advent	Advent preparation prayer
	December 8, 2019 2nd Sunday of Advent	Matthew 3:1–12 John the Baptist	Old Testament: Jesus' ancestors	Option for the poor and vulnerable	John the Baptist prepares for Jesus. (#719)	Sacrament of Confirmation: Gifts of the Spirit	Practicing loving actions; virtues: hope	Immaculate Conception/Marian prayers; Jesse Tree
	December 15, 2019 3rd Sunday of Advent	Matthew 11:2–11 Jesus is the Messiah	Old Testament: Isaiah, prophet of hope	Life and dignity of the human person	His deeds show Jesus is Messiah. (#561)	Sacramental signs	Working for justice	Advent prayer service
	December 22, 2019 4th Sunday of Advent	Matthew 1:18–24 An Angel Speaks to Joseph	Dream narratives in the Bible	Option for the poor, vulnerable; solidarity	Mary is the Mother of God. (#509, 744)	Sacred story	Valuing dreams; names of Jesus	Celebrating in song; <i>Las Posadas</i>
	December 25, 2019 & January 5, 2020 Christmas & Epiphany	Luke 2:1–14 Christmas Matthew 2:1–12 Epiphany	The Nativity Story; Coming of the Magi	Called to family and community	In Jesus, God is incarnate. (#483) Jesus comes to all nations. (#528)	Celebrate the Christmas season	Journeying to Jesus; making a pilgrimage	Christmas carols; house blessing
	January 12, 2020 Baptism of the Lord	Matthew 3:13–17 John Baptizes Jesus in the Jordan	The Holy Trinity	Call to family, community	Jesus' public life begins with his baptism. (#535)	Sacrament of Baptism	Belonging in Christian family	Prayers for peace, reconciliation
ORDINARY TIME	January 19, 2020 2nd Sunday Ordinary	John 1:29–34 Jesus Is God's Chosen Servant		Seven principles of Catholic social teaching	Jesus reveals his Father and the Spirit. (#261)	Sacrament of Baptism	Catholic social teaching passport	Prayers for the world
	January 26, 2020 3rd Sunday Ordinary	Matthew 4:12–23 Jesus Begins His Mission at Home	Galilee: Jesus' land and home	Solidarity; life and dignity of the human person	Jesus gathers disciples. (#935)		Recognizing our Jewish heritage	Meditation: Jesus' life
	February 2, 2020 Presentation of the Lord	Luke 2:22–40 Jesus is the Light of the World	Gospel of Matthew	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 5th Sunday Ordinary	Matthew 5:13–16 Sermon on the Mount: Salt and Light	New Testament: 1 Corinthians	Rights and responsibilities	The People of God is a most sure seed of unity, hope, and salvation. (#782)	Second Reading: Paul's epistles; Bible metaphors	Making a difference	Salt Commitment; The Lord's Prayer
	February 16, 2020 6th Sunday Ordinary	Matthew 5:17–37 Sermon on the Mount: Jesus' New Law	1 Corinthians; Ten Commandments	Rights and responsibilities	Jesus fulfills the Law of Sinai. (#592)	Eucharist: Corinthian conflicts	Moral law; dealing with anger	Reconciliation prayer service
	February 23, 2020 7th Sunday Ordinary	Matthew 5:38–48 Sermon on the Mount: Love Your Enemies	Old Testament: Moral codes	Solidarity	Jesus asks his disciples to love their enemies. (#2262)	Eucharist: Corinthians	Seeking forgiveness and peace	Prayer of Saint Francis
	March 1, 2020 1st Sunday of Lent	Matthew 4:1–11 Jesus' Temptation	Old Testament: Adam and Eve	Life and dignity of the human person	Jesus faces temptation (#566)	Baptism; calendar of worship	Lent: Making moral choices	Lenten prayer service
LENT	March 8, 2020 2nd Sunday of Lent	Matthew 17:1–9 The Transfiguration	Old Testament: Abraham and Sarah	Rights and responsibilities	Jesus is God's Son. (#454)	Season of Lent	Lent: Identifying spiritual experiences	Psalms 33 prayer
	March 15, 2020 3rd Sunday of Lent	John 4:5–42 The Samaritan Woman	Old Testament: Jacob's Well	Solidarity	We believe and share the faith. (#180, 849, 851)	Lent; RCIA, a journey	Lent: Witnessing to, following Jesus	Water prayer service
	March 22, 2020 4th Sunday of Lent	John 9:1–41 A Man Born Blind Can See	Old Testament: King David	Call to family, community; Work has dignity	Jesus is Lord. (#455)	Lent; RCIA; faith	Lent: Calls to conversion, faith	Apostles' Creed
	March 29, 2020 5th Sunday of Lent	John 11:1–45 Jesus Raises Lazarus	Old Testament: Prophet Ezekiel	Solidarity	Jesus is resurrection and life. (#658)	Lent; RCIA, Sacraments of Initiation	Lent: Believing in eternal life	Death and resurrection prayer drama
	April 5, 2020 Palm/Passion Sunday	Matthew 26:14–27:66 Jesus' Passion	The Passion Narrative	Life and dignity of the human person	Jesus suffers and dies for us. (#620)	Lent; RCIA, death and resurrection	Praying Jesus' Passion	Good Friday, Easter Vigil prayer services
	April 12 & 19, 2020 Easter Sunday and 2nd Sunday of Easter	John 20:1–9 Jesus Is Risen John 20:19–31 Jesus Appears to His Friends	The Resurrection appearances	Care for creation	The Risen Jesus is Lord. (#656)	Easter traditions, symbols	Witnessing to our Easter faith	Easter Faith prayer service
	April 26, 2020 3rd Sunday of Easter	Luke 24:13–35 The Road to Emmaus	New Testament: Early Church	Dignity of the human person	The Church, Body of Christ, Temple of the Spirit. (#805, 809)	Eucharist: Jesus is present to us	Emmaus walk; Paul's missionary journeys	Path of life prayer service
EASTER	May 3, 2020 4th Sunday of Easter	John 10:1–10 Jesus Is the Good Shepherd	Psalms 23	Option for the poor and vulnerable	The Church is the sacrament of salvation. (#754, 780)	Feasts of Mary	People of God today	Marian prayers
	May 10, 2020 5th Sunday of Easter	John 14:1–12 Jesus Reveals His Father		Life and dignity; care for Creation	Christ's whole earthly life reveals the Father. (#516)	Sacraments of Eucharist, Holy Orders, Confirmation	Gifts of the Spirit; summer service	Living stones prayer service

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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