

## Lesson 1

# God Comes to Meet Us

### I. Objective

- Students will identify God as the eternal Creator of all things. They will understand that we were created by God in His image and likeness out of love to be His children. Students will recognize that God has revealed Himself to us and established a covenant relationship with humanity.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Genesis 1:26-27.

## B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "Who Made the World and Everything in it?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/868724/1/lesson-01---who-made-the-world?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who made the world and everything in it? *God*
  - ◇ How does everything we make depend on God's creation? *We use materials to make things. Every material ultimately comes from something that God made. Only God can make something from nothing.*
  - ◇ Who made God? *No one; God is eternal; He has no beginning and no end*
  - ◇ What name did God tell Moses to give to the people for Him? *I AM*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.

- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

#### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Many students will have a well-established prayer life, and some will have no prayer life – yet. Today's prayer activity is simply to have the children talk to God, in their own words. You may do it in a classroom or in a church, or even outside if there won't be many distractions. It is often helpful during prayer activities, to play Gregorian chant softly. It will calm the students' spirits, drown out many distractions, and not be a distraction to prayer. Consider playing it in the background as you quiet the class down. Then give them 10-15 minutes to simply talk to God privately. The goal is to make students comfortable with regular conversation with God. Especially for students who do not pray much, or only pray scripted prayers, we want them to develop a personal, intimate, comfortable relationship with God.
- Encourage students to share with their families what they learned this week.

## Lesson 2

# The Most Holy Trinity

### I. Objective

- Students will identify the Holy Trinity as the central mystery of our Faith. They will understand that the Father, the Son, and the Holy Spirit are three divine Persons in one God, Who all possess the one divine nature.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: John 14:8-10A.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “Who is the Holy Spirit?”
  - ◇ <https://www.CatholicBrain.com/edu/videos/886174/1/lesson-04---who-is-the-holy-spirit?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What word means one God in three Persons? The Trinity
  - ◇ Who are the three Persons of the Holy Trinity? The Father, the Son, and the Holy Spirit
  - ◇ Are all three Persons of the Trinity God? Yes
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Today's prayer activity is similar to last week's. As with all the individual prayer activities, consider playing Gregorian chant softly in the background, or doing the activity in a church. Again, students will have 10-15 minutes to simply talk to God, but this time, encourage them to "Trinitize" their prayers. Encourage them to talk to God, their Father, to Jesus, and to the Spirit, each by Name. It is good to talk to God as One. This week also try to speak to each Person of the Trinity by Name. Get to know God through each of the three Persons of the Trinity.
- Encourage students to share with their families what they learned this week.

## Lesson 3

# The Holy Bible

### I. Objective

- Students will recognize the Bible as the written Word of God and understand that the human authors of the Bible received the gift of Inspiration from the Holy Spirit. They will be able to identify the major divisions of the Bible and begin to use the Bible as a tool for prayer.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Bibles

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: 2 Timothy 3:16-17.



## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Bible?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/922474/1/lesson-06---what-is-the-bible?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ How is the Bible alive? *It is God's Word. He still speaks to us through the Bible.*
  - ◇ What is the main division of the Bible? *The New Testament and the Old Testament*
  - ◇ How is the Bible inspired by God? *1) The Holy Spirit inspired the people who wrote the Bible; 2) The Holy Spirit inspired the Church to decide correctly which books should be included in the Bible*
  - ◇ How many books are in the Bible? *73*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.



- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Conversation is a two-way street; so is prayer, since prayer is our conversation with God. For today's prayer activity, we are going to let God start the conversation, through the Bible. Again, quiet the class down; consider going to a church or playing Gregorian chant softly in the background. If possible, each student should have a Bible. Help them find the Scripture passage John 1:1-18. Read it aloud; then, give the students 10-15 minutes to talk to God, with the Scripture passage as their starting point. They can re-read the passage as many times as they want, or read passages surrounding it. But, this period is not just for Bible reading, as important as that is. It is to pray, using the Bible. We are simply allowing God, through His Word in the Bible, to start the conversation.
- Encourage students to share with their families what they learned this week.

## Lesson 4

# The Broken Covenant

### I. Objective

- Students will understand sin and its seriousness. They will be able to retell the story of Adam and Eve's sin, and the consequences it had for humanity. Students will be able to define Original Sin and will identify Jesus as our divine Savior.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Newspapers

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Genesis 3:1-8.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Original Sin?"

◇ <https://www.CatholicBrain.com/edu/videos/961044/1/lesson-11---what-is-original-sin?>

- Ask the students a few questions to check for understanding, such as:
  - ◇ Who were the first man and woman? *Adam and Eve*
  - ◇ What did God tell Adam and Eve not to do? *Eat fruit from a certain tree*
  - ◇ Did Adam and Eve obey God's command? *No*
  - ◇ Who tempted Adam and Eve to disobey God? *The devil*
  - ◇ Who is born with Original Sin? *All of us*
  - ◇ Who came to save us from sin? *Jesus*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ Bring some newspapers to class. Have the class look through the headlines and stories and find instances of suffering and evil in the news. Why is there suffering, evil, and death in a world that was created by a perfect God, most of it caused by the creatures made to be children of God? This is evidence of our fallen state – Original Sin on display. Be sure to close in prayer.
- Encourage students to share with their families what they learned this week.

## Lesson 5

# Old Testament Covenants

### I. Objective

- Students will recognize that God made covenants with the people of Israel in the Old Testament. They will identify Old Testament covenants, and understand that they were preparations for the eternal covenant established by Christ. Students will also learn how to find Scripture passages in the Bible.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Bibles

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Genesis 12:1-3.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Bible video “Abram’s Story”

◇ <https://www.CatholicBrain.com/edu/videos/990194/1/day-03----abram's-story>

- After watching the video, do the quiz found on the CatholicBrain site.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Bible Activity
  - ◇ Students recently used the Bible to inspire their prayer. Today’s activity will help them navigate the Old Testament and reflect on some of the Old Testament covenants as presented in the Bible. If possible, each student should have their own Bible. Go, one at a time, through the passages listed below. Help students find

them in their Bibles. Then discuss them and which Old Testament covenant they relate to. Be sure to close in prayer. (Note: the final passage is the New Covenant.)

- Genesis 1:26-31
  - Genesis 9:8-17
  - Genesis 17:1-8
  - Exodus 24:3-8
  - 2 Samuel 7:8-16
  - Luke 22:19-20
- Encourage students to share with their families what they learned this week.



## **Lesson 6**

# **The Incarnation**

### **I. Objective**

- Students will be able to define the Incarnation. They will know the story of the Annunciation and begin to understand Mary's role in God's plan of salvation. Students will also know and meditate on the story of the first Christmas.

### **II. Materials**

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### **III. Procedure**

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### **A. Day One**

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Luke 2:1-7.

#### **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Incarnation?"

◇ <https://www.CatholicBrain.com/edu/videos/929054/1/lesson-13---what-is-the-incarnation?>

- Ask the students a few questions to check for understanding, such as:
  - ◇ Jesus is completely what? *God and Man*
  - ◇ Which word means God come in the flesh? *Incarnation*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity

- ◇ Students should read Luke 2:1-20 and imagine that they are among the shepherds visiting the stable at the first Christmas. They will write a personal reflection about what the experience was like. Another option is to have them work with a partner and write an imagined dialogue between two of the shepherds about what they experience. If there is time, they can act it out. Be sure to close in prayer.
- Encourage students to share with their families what they learned this week.

## Lesson 7

# The Life of Christ

### I. Objective

- Students will learn about some of the important aspects of Jesus's public life. They will understand that His miracles were signs of Who He is, and they will particularly examine the Wedding Feast at Cana. Students will identify what parables are and how Jesus used them to teach.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Drawing paper and materials

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Luke 6:12-16.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “Who is Jesus?”
  - ◇ <https://www.CatholicBrain.com/edu/videos/878544/1/lesson-02---who-is-jesus?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Jesus is completely what? *Human and Divine (God and Man)*
  - ◇ What are some titles of Jesus from the video? *Son of God, Son of Mary, Miracle Worker, Lamb of God, Our Savior, The Fountain of Life, The Living Water, The Bread of Life, A Judge, The King of Kings, The Alpha and Omega*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.

- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ Allow students to share their favorite miracle of Jesus. They should draw an image of the miracle, and title it. Allow them to share their work with the class. If possible, find the miracles in the Bible and read about them together. Be sure to close in prayer.
- Encourage students to share with their families what they learned this week.

## Lesson 8

# The Paschal Mystery

### I. Objective

- Students will be able to define the Paschal Mystery. They will understand how Jesus saved us through His Crucifixion, and recognize the importance of His Resurrection. Students will also pray the Stations of the Cross.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Stations of the Cross meditations

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from Archbishop Sheen at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Matthew 28:1-10.



## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Redemption?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/929034/1/lesson-12---what-is-redemption?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who is our Redeemer? *Jesus*
  - ◇ How did Jesus redeem us? *He died to save us*
  - ◇ Why is Jesus the Lamb of God? *He was sacrificed for our sins*
  - ◇ What did Jesus do on the third day from His Crucifixion? *He resurrected from the dead*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.

- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

#### E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ The Stations of the Cross – Go over the 14 Stations of the Cross with the class. If you have access to a church, take the class there, and go through each of the Stations of the Cross, explaining them to the kids. There is good information about the Stations of the Cross on CatholicBrain at <https://www.CatholicBrain.com/edu-lesson/27204/1/stations-of-the-cross>
- It is important that students have the opportunity to experience praying the Stations of the Cross. Find a version of the Stations that is age appropriate for your students. The parish may have pamphlets with prayers and meditations, or you can find your favorite version online, or use the one attached to this lesson. If you don't have access to a church, you may want to go out and find a place you can prayerfully meditate on the Stations.
- Encourage students to share with their families what they learned this week.

# The Stations of the Cross

Catholics prayerfully meditate on fourteen stops, or stations, as Jesus carried His cross to His Crucifixion. We use each of these stations to stop and think about Jesus and how much He suffered and died for us.

These stations are usually found along the walls of a church, or they can also be found displayed on an outside path. Traditionally, Catholics would walk the stations just as Jesus did, stopping at each event and meditating on Jesus's suffering; however, the Stations of the Cross can be prayed anywhere and at any time.

Now let us together follow Jesus along His Way of the Cross, stopping to pray and reflect on the events that are happening to Jesus at each station.

## Station 1 – Jesus is Condemned to Death

- Jesus, they are lying about You. You have done nothing wrong, but You remain silent.
- They yell, "Crucify Him, Crucify Him!" Pilate finally gives in and condemns You to death. You know You must die to make up for our sins.
- Jesus, help me to bear the wrongdoings against me with patience, just like You.

## Station 2 – Jesus Takes His Cross

- The heavy cross is laid on Your shoulders. Your Body is already sore from the scourging, but You take the cross willingly. Now You begin Your hard journey of carrying Your cross to Calvary.
- Jesus, help me to carry my cross every day without complaint, just like You.

## Station 3 – Jesus Falls the First Time

- The cross is heavy, and You fall from its weight. The soldiers whip You, trying to keep You moving. You get up and struggle on.
- Jesus, help me when I fall into sin to get up again, just like You.

## Station 4 – Jesus Meets His Mother

- Jesus, You meet Your mother, and You are both sad to see each other suffering. You love each other so much, but sadly You must leave her and continue on Your way.
- Jesus, help me to love my parents and always obey them, just like You.

**Station 5 – Simon Helps Jesus to Carry His Cross**

- Jesus, You are very tired. The soldiers force Simon of Cyrene to help You carry Your cross.
- Jesus, help me to understand that when I help others, I am actually helping You.

**Station 6 – Veronica Wipes the Face of Jesus**

- Veronica steps out from the crowd to wipe Your bloody face. She is not afraid of the soldiers. You leave behind the image of Your face on her cloth.
- Jesus, like Veronica, help me to be brave and loving to others in need.

**Station 7 – Jesus Falls the Second Time**

- Jesus, Your back and shoulders ache, and the journey to Calvary is long and hard. You fall again. It is harder this time, but You get up and keep moving.
- Jesus, help me to stay strong when I am weak and do not feel like doing my work.

**Station 8 – Jesus Meets the Women of Jerusalem**

- Jesus, these women were crying as they saw You carry Your cross. It was hard for them to see You in such pain. You console them and tell them to cry tears for their sins.
- Jesus, help me to have true sorrow for all my sins because they offend You.

**Station 9 – Jesus Falls the Third Time**

- Jesus, You are almost to the top of the hill, but it is too much for You. You fall very hard this time. The soldiers beat You, but You show no anger. You are so weak, but You know You must go on.
- Jesus, help me not to get angry when someone does something to hurt me.

**Station 10 – Jesus is Stripped of His Clothes**

- Jesus, You made it to Calvary, but now Your clothes are being ripped off of Your Body by the soldiers. Your wounds are now bleeding again. Your suffering continues.
- Jesus, help me to see the good that can come out of suffering.

**Station 11 – Jesus is Nailed to the Cross**

- Jesus, the nails being driven into Your hands and feet must have been very painful. You never fought the soldiers. The cross is now raised up for all to see, and now they laugh at You.
- Jesus, help me to endure the pains in my life without complaint, just like You.

**Station 12 – Jesus Dies on the Cross**

- Jesus, You hung suffering on the cross for three long hours. You prayed to Your Father in Heaven as You were dying on the cross. You asked Him to forgive those who had done this to You. You suffered very much because You love us.
- Jesus, help me to turn to You in prayer when I am hurting and to forgive those who hurt me.

**Station 13 – Jesus is Taken Down From the Cross**

- Jesus, Your Body is taken down and placed in the arms of Your mother. Your suffering is over, but Your mother is still filled with much sorrow.
- Jesus, You gave us Your mother as our own; help me to love her as You do.

**Station 14 – Jesus is Laid in the Tomb**

- Jesus, the day is almost over. Now Your Body is wrapped and laid in a cold, dark tomb. The tomb is a borrowed one, for You did not have one of Your own.
- Jesus, help me to understand that You had to die and then rise again in order for me to live with You in Heaven.

## Lesson 9

# Pentecost and the Holy Spirit

### I. Objective

- Students will recognize what happened on the first Pentecost, and the lasting presence of the Holy Spirit with the Church. They will learn how to pray with the Bible using Lectio Divina. They will understand the importance of the Spirit's role in the Church and in their lives.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Lectio Divina sheets
- Bibles

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from Pope Pius XII at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Acts 2:1-12.

### **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the first 16 minutes of "The Messengers" on CatholicBrain:
  - ◇ <https://www.CatholicBrain.com/edu/videos/6462/1/the-messengers>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who was the first Apostle to be martyred? *James*
  - ◇ Who came to the Apostles as they waited in Jerusalem, as Jesus had told them? *The Holy Spirit*
  - ◇ What miracle happened when the Apostles started speaking about Jesus, after receiving the Holy Spirit? *Different people all heard the Apostles speaking in their own languages.*
  - ◇ How many people became Christian on the day of Pentecost? *About 3,000*

### **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.



**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Lectio Divina – Today’s prayer activity is similar to the one done with lesson 3, only with a little more structure. Students are going to pray, using the Bible and an ancient technique called Lectio Divina. Look over the attached sheet describing Lectio Divina, and use it to teach the method to the students. Use the Scripture passage for Pentecost: Acts 2:1-12. If possible, do this activity in a church. If you are in the classroom, some soft Gregorian chant in the background, with the lights turned down may help. Ideally, each student should have their own Bible to re-read the passage as necessary.
  - ◇ One easy way to think of the four steps to Lectio Divina is:
    - Read
    - Meditate
    - Pray
    - Listen
- Encourage students to share with their families what they learned this week.

# Lectio Divina

## LECTIO (“reading”):

Read the passage attentively, reverently, slowly. Lectio is a listening kind of reading that patiently waits in trust for the Word (Jesus) to reveal Himself. You might read the passage several times or linger on one particular phrase or even one word. If one word, phrase, or image catches your attention, or seems to speak to you, spend some time with it; don’t rush through it. Take that word, phrase, or image to the second step, meditation.

## MEDITATIO (“meditation”):

Meditation is an act of the mind. Ponder what was read. Consider the part that particularly caught your attention or seemed to speak directly to you. Why did that word, phrase, or image strike you? What might God be trying to say? Is He comforting you, challenging you, answering a question you have?

## ORATIO (“prayer”):

This is the prayer of the heart. It’s unique, personal, honest and spontaneous, specific to the experience of encountering God in His Word. After spending some time considering what the Word of God was saying to you, talk to God about it.

## CONTEMPLATIO (“contemplation”):

Finally, listen. You have spoken to God, now quietly give Him your attention and open yourself to His response. This stage is God’s response to us, so it’s totally beyond our control. We cannot create contemplation by ourselves. It is a divine gift that the Lord in His goodness gives us. In contemplation, one is totally passive, held by the mystery of God. Your whole self becomes focused on the Lord. It is nothing more than a close sharing between friends. It is deep, intimate, intense, sometimes tearful, and often too deep for words.

*“Contemplative prayer is nothing else than a close sharing between friends; it means taking time frequently to be alone with Him who we know loves us.” (St. Teresa of Avila)*

## Lesson 10

# The Catholic Church

### I. Objective

- Students will recognize that Jesus established the Catholic Church, which they became a part of when they were baptized. They will identify and be able to explain the four Marks of the Church, and understand many important characteristics of the Catholic Church.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Poster board or large paper
- Drawing materials

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Matthew 16:13-19.

## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Catholic Church?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/887644/1/lesson-05---what-is-the-catholic-church?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What does Catholic Church mean? *A universal community of the faithful*
  - ◇ Who founded the Catholic Church? *Jesus*
  - ◇ Whom did the Apostles receive, that helped them spread the Catholic Faith? *The Holy Spirit*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the

chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ Divide the class into four groups. Assign each of the groups one of the four Marks of the Church: One, Holy, Catholic, Apostolic. Working together, each group will create a poster demonstrating how their Mark describes and identifies Jesus's Church. When they are finished, they will present their poster to the class and explain their Mark of the Church. Correct any errors or fill in any gaps as the students present. Be sure to close in prayer.
- Encourage students to share with their families what they learned this week.

## Lesson 11

# The Communion of Saints

### I. Objective

- Students will be able to define the Communion of Saints. They will demonstrate an understanding of the difference between the Church Militant, the Church Suffering, and the Church Triumphant. Students will recognize that the saints in Heaven pray for us, and that we are called to pray for each other, and for the souls in Purgatory.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Poster board or large paper
- Drawing materials

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Revelation 7:9-10.

## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Communion of Saints?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/1055354/1/lesson-36---what-is-the-communion-of-saints?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who make up the cloud of witnesses spoken about in the Book of Hebrews? *The saints*
  - ◇ Where can the Communion of Saints be found? *On earth, in Purgatory, and in Heaven*
  - ◇ True/False: The saints in Heaven pray for us. *True*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the



chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ Last week the students made posters about the four Marks of the Church. This week, they will do the same about the Communion of Saints. Specifically, each group will make a poster about either the Church Militant, the Church Suffering, or the Church Triumphant. Although they will present and explain their posters in class, encourage them to make the posters as self-explanatory as possible, as they will probably be useful for bulletin boards to display in areas where other classes will see and benefit from them.
- Close in prayer and encourage students to share with their families what they learned this week.

## Lesson 12

# Mary, Our Mother

### I. Objective

- Students will recognize that Jesus gave Mary to us as our mother. They will be able to define and explain Mary's Assumption and her Immaculate Conception. Students will understand the importance of devotion to Mary and will pray the Rosary.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Copies of the USCCB guide how to pray the Rosary
- On Friday, each student should have a Rosary, if possible

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Luke 1:26-38.

## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "Who is Mary?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/885114/1/lesson-03---who-is-mary?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What did the angel Gabriel ask Mary to do? *Be the mother of God's Son, Jesus*
  - ◇ When was Mary's heart pierced, like Simeon said? *When Jesus died on the cross*
  - ◇ What miracle did Jesus do, at Mary's request? *Changed water into wine at a wedding*
  - ◇ Whom did Jesus give Mary to, as a mother? *All of us*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.

- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity – The Rosary
  - ◇ Teach the students how to pray the Rosary. Show them how to use the beads to count the prayers, and focus on the Mysteries of the Rosary. The rhythm of the prayers, and repeating the holy words over and over, without having to try to remember them, helps to quiet our minds so we can meditate on the events in the life of Jesus that make up the twenty Mysteries of the Rosary.
- You can print and use the guide of how to pray the Rosary put out by the USCCB.
  - ◇ <http://www.usccb.org/prayer-and-worship/prayers-and-devotions/rosaries/how-to-pray-the-rosary.cfm>
- It will be difficult for the students to understand, but you can help them. Also, encourage them to take it home, go over it with their parents, and pray the Rosary as a family.
- Today, pray the first Joyful Mystery of the Rosary, The Annunciation, together as a class.
- Encourage students to share with their families what they learned this week.

## Lesson 13

# The Sacraments

### I. Objective

- Students will define a sacrament and sanctifying grace. They will be able to explain the seven sacraments and categorize them as Sacraments of Initiation, Healing, or Service. Students will identify the sacraments as essential gifts that Jesus has given the Church.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Mark 16:20.

## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What are the Sacraments?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/945404/1/lesson-16---what-are-the-sacraments?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who gave us the sacraments? Jesus
  - ◇ How many sacraments are there? Seven
  - ◇ Name as many sacraments as you can. Baptism, Confirmation, Holy Communion (Eucharist), Reconciliation (Confession), Matrimony, Holy Orders, Anointing of the Sick
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the

chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ Scavenger hunt – When you go on a journey, you bring along essential items that will help you successfully reach your destination. We are on a journey to Heaven, and the sacraments are some of the essential items that Jesus has given us to help us successfully reach that destination.
  - ◇ Today students will get to go outside on a scavenger hunt and find items that relate to the sacraments. You can have them work individually or in pairs. Their goal will be to find something that they can bring back to the class that represents each of the seven sacraments, or as many as possible. They will have to explain their choices, so they will have to make sense.
  - ◇ You can also let students choose items in the classroom, or even their own belongings, if you choose.
- Close in prayer and encourage students to share with their families what they learned this week.

## Lesson 14

# Baptism and Confirmation

### I. Objective

- Students will identify Baptism and Confirmation as Sacraments of Initiation and explain the effects of each sacrament. They will understand and begin to memorize the seven Gifts of the Holy Spirit.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Treats for a party on Friday

Note: You will be having a Baptism party on Friday. Ask students to bring information about their Baptism (where, when, by whom they were baptized; who their godparents are, etc.) as well as pictures on Friday, if possible.

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.



- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: John 3:1-5.

## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Baptism?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/953274/1/lesson-17---what-is-baptism?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What does Baptism wash us free of? *Original Sin*
  - ◇ What do we become part of, when we are baptized? *The family of God (the Church)*
- Also, watch the Adventure Catechism video "What are the Gifts of the Holy Spirit?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/969424/1/lesson-24---what-are-the-gifts-of-the-holy-spirit?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ How many Gifts of the Holy Spirit are there? *Seven*
  - ◇ When do we receive the Gifts of the Holy Spirit? *We first receive the Holy Spirit at Baptism, and are strengthened in His Gifts at Confirmation.*
  - ◇ How many of the Gifts of the Spirit can you remember? *Wisdom, Understanding, Knowledge, Counsel, Fortitude, Piety, Fear of the Lord*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.

- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

#### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

#### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ✧ Baptism party – We want students to recognize how important and wonderful their Baptism is, and even to celebrate it, as they would their birthday. Allow students to share facts about their Baptism – the date, place, who baptized them, who their godparents are, etc. If they brought pictures, allow them to share those, too. If any of the students have been confirmed, allow them to do the same for their Confirmation.
  - ✧ Then celebrate with some treats. If you can get parent volunteers and donations, make the party as big as you can!
- Close in prayer and encourage students to share with their families what they learned this week.

## Lesson 15

# The Holy Eucharist

### I. Objective

- Students will identify and retell what occurred at the Last Supper. They will be able to explain that the Eucharist really, truly, substantially is the Body, Blood, Soul, and Divinity of Jesus Christ. Students will recognize that God uses Catholic priests to bring about the miracle of transubstantiation, and they will understand why we adore Jesus in the Holy Eucharist.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Lectio Divina sheet
- Bibles

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.

- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: John 6:51-58.

## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Eucharist?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/954234/1/lesson-18---what-is-the-eucharist?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What does the word Eucharist mean? *Thanksgiving*
  - ◇ How long did Jesus promise to be with us? *Always*
  - ◇ In the Holy Eucharist, what does the bread become? *The Body of Christ*
  - ◇ In the Holy Eucharist, what does the wine become? *The Blood of Christ*
  - ◇ Is the Eucharist truly the Body and Blood of Jesus? *Yes*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

**D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Lectio Divina – You first practiced Lectio Divina in lesson 9. Go back and review it with the students. You may want to print out the sheet about Lectio Divina from lesson 9 and use it again. The Scripture passage for this week’s Lectio Divina is about the Eucharist: John 6:51–58.
- Encourage students to share with their families what they learned this week.

## Lesson 16

# The Holy Mass

### I. Objective

- Students will recognize that the Holy Eucharist is celebrated at the Holy Mass. They will identify and describe the parts of the Mass, and will understand the obligation to go to Mass on Sundays and Holy Days of Obligation.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Bible

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: 1Corinthians 11:23–26.

## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Mass?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/1054344/1/lesson-31---what-is-the-mass?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What Person is the Mass about? *Jesus*
  - ◇ What are the two main parts the Mass is divided into? *Liturgy of the Word and Liturgy of the Eucharist*
  - ◇ At Mass, which reading do we stand for? *The Gospel*
  - ◇ What do the bread and wine become, at the Mass? *The Body and Blood of Christ – the Eucharist*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.

- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Do some Bible reflection today. This will not be Lectio Divina, but a prayerful study. Look up the Mass readings for the upcoming Sunday's Mass. They can be found at the USCCB's Web site: <https://bible.usccb.org/>
  - ◇ Read through the readings together and discuss them. Hopefully this will help the students have a deeper experience of the Liturgy of the Word at the upcoming Sunday's Mass. Encourage them to make this a regular practice to prepare for Sunday Mass.
  - ◇ Be sure to close in prayer.
- Encourage students to share with their families what they learned this week.



## Lesson 17

# Reconciliation

### I. Objective

- Students will understand the effects of the Sacrament of Reconciliation and the importance of receiving this sacrament often. They will explain the basic elements of the sacrament and demonstrate a knowledge of how to examine their consciences.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Examination of Conscience sheet

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Psalm 51:1-2, 10-12.

### **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Confession?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/957354/1/lesson-19---what-is-confession?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What do we confess in Confession? *Our sins*
  - ◇ What can we use to help us examine our conscience? *The Ten Commandments*
  - ◇ Whom do we confess our sins to, in the Sacrament of Confession? *A priest*
  - ◇ What does God do, when we come to Confession? *Forgives us*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the

chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Students will practice making an Examination of Conscience. Teach them that this process is used for reflection before the Sacrament of Reconciliation, to help them know what to confess. Use the attached Examination of Conscience for children, based on the Ten Commandments, to guide them through some reflection. Close by praying the Act of Contrition.
- Encourage students to share with their families what they learned this week.

# An Examination of Conscience based on the Ten Commandments

## First Commandment

*I am the LORD your God. You shall worship the Lord your God and Him only shall you serve.*

Have I...

- Disobeyed the commandments of the Church?
- Deliberately misled others about the Faith?
- Made anything or anyone else in my life more important than God?

## Second Commandment

*You shall not take the Name of the Lord your God in vain.*

Have I...

- Used the Name of God inappropriately?
- Watched television or movies, or listened to music that treated God, the Church, the saints, or sacred things disrespectfully?
- Used foul language?

## Third Commandment

*Remember to keep holy the Lord's day.*

Have I...

- Missed Mass on Sunday or Holy Days through my own fault?
- Paid attention and been respectful in church?

**Fourth Commandment**

*Honor your father and your mother.*

Have I...

- Obeyed all that my parents reasonably asked of me?
- Talked back to, or spoken badly about, my parents?
- Obeyed my teachers?
- Tried to be a good influence on my siblings or other members of my family?

**Fifth Commandment**

*You shall not kill.*

Have I...

- Intentionally hurt someone?
- Bullied or made fun of someone?
- Tried to get revenge on someone?
- Recklessly risked my own safety?
- Helped another person to commit a sin?

**Sixth Commandment**

*You shall not commit adultery.*

Have I...

- Watched anything on television, the Internet, or in print that was inappropriate?
- Dressed inappropriately?

**Seventh Commandment**

*You shall not steal.*

Have I...

- Stolen anything?
- Been generous?
- Broken something that didn't belong to me and not been willing to make amends?

### **Eighth Commandment**

*You shall not bear false witness against your neighbor.*

Have I...

- Lied?
- Talked about someone behind their back?
- Cheated in school?

### **Ninth & Tenth Commandments**

*You shall not covet your neighbor's spouse.*

*You shall not covet your neighbor's goods.*

Have I...

- Intentionally focused on inappropriate thoughts?
- Intentionally desired something that belongs to someone else?

## Lesson 18

# Sacraments of Service

### I. Objective

- Students will identify Holy Matrimony and Holy Orders as Sacraments of Service. They will understand the duties of people who receive these sacraments, and will define the domestic church and acting in Persona Christi. Students will recognize that marriage and religious vocations are calls from God.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Mark 10:6–9.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Matrimony?"

- ◇ <https://www.CatholicBrain.com/edu/videos/978174/1/lesson-26---what-is-matrimony?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who created Matrimony? *God*
  - ◇ How long is Matrimony for? *For life*
  - ◇ Does God call all people to get married? *No*
- Also watch the Adventure Catechism video “What is the Sacrament of Holy Orders?”
  - ◇ <https://www.CatholicBrain.com/edu/videos/1022344/1/lesson-27---what-is-the-sacrament-of-holy-orders?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who did Jesus make the first leaders in His Church? *The Apostles*
  - ◇ Where does the Church exist today? *All over the world*
  - ◇ Who has the role of the Apostles in the Church today? *Bishops*
  - ◇ Who work with the bishops, called by God to serve as leaders in the Church and representatives of Jesus? *Priests*
  - ◇ In what sacrament does a man become a bishop, priest, or deacon? *Holy Orders*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.



- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

#### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

#### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ If possible, invite a priest to come to your class. Ask him to share his vocation story and his experiences and reflections regarding the priesthood. Prepare students by encouraging them to write down some questions they have that they would like to ask a priest. At the end of the session, ask the priest to lead you in prayer. If you can not get a priest, but you can get a sister or a deacon, that would also be good.
  - ◇ If you are not able to have a guest come to your class, lead the students in intercessory prayer, praying for each other’s needs. You choose to use the form that is used at Mass (announcing each intention and responding, “Lord, hear our prayer”) or any other form that works with your group. Be sure to include prayers for our priests and religious, and prayers for religious vocations, as well as holy families. Stress with the students how important those intentions are for us to be praying for.

**Note:** It would be fine to invite a married couple as well, but students are probably more familiar with the married life than the religious life.

- Encourage students to share with their families what they learned this week.

## Lesson 19

# Making Good Choices

### I. Objective

- Students will identify and define the three elements that determine the morality of a choice: the object, intention, and circumstances. They will recognize that good intentions can not make an objectively immoral act good. Students will also understand the importance of concupiscence and conscience to our moral lives.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Matthew 6:1-6.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Carlos Caterpillar video "Cheater Critters"

◇ <https://www.CatholicBrain.com/edu/videos/5638/1/cc10-cheater-critters>

- Ask the students a few questions to check for understanding, such as:
  - ◇ Why were Carlos and Antonio surprised that Sluggy and Weevil got such good grades? *They never study*
  - ◇ How did Sluggy and Weevil do so well on their tests? *They cheated*
  - ◇ Did Carlos know cheating was wrong the first time he did it? How do you know? *Yes – he threatened to tell on Sluggy and Weevil*
  - ◇ Why was Carlos tempted to cheat? *He didn't study – he spent his time playing video games*
  - ◇ True/False: In the end, Carlos was sorry he cheated. *True*

Note: At about minute 6, the slug calls the weevil some pretty nasty names. You may want to preview the video and mute that part.

### C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Lectio Divina – Students will be participating in Lectio Divina, as they did in lessons 9 and 15. You will likely have to review the process with them. The Scripture for this week's Lectio Divina is Matthew 7:21-27.
- Encourage students to share with their families what they learned this week.

## Lesson 20

# Knowing Right from Wrong

### I. Objective

- Students will understand how to properly form their conscience, and explain what tools God has given us to do so. They will recognize that God has given us the Ten Commandments as the basis of the moral law, for our good, and they will begin to memorize the Ten Commandments.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Nerf ball
- Poster board or large paper
- Drawing materials

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Matthew 7:24-27.

### **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What are the 10 Commandments?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/922984/1/lesson-07---what-are-the-10-commandments?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who gave us the Ten Commandments? *God*
  - ◇ How many of the Ten Commandments can you remember? *See how many out of 10 the class can get*
  - ◇ What does covet mean? *To want something that belongs to someone else*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the

chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ Game – To help students begin to memorize the Ten Commandments, you can play the “ball game.” For this game, you will need a soft, fuzzy ball, like a Nerf ball. Allow the students to toss the ball to each other. Whenever someone gets the ball, they must recite one of the Ten Commandments. They can receive the ball a second time, but no one can give more than two answers on the list. See if they can get all ten without missing one and without dropping the ball.
  - ◇ Come back to this game in future classes, to reinforce the Ten Commandments, and when you learn the Beatitudes, and the Corporal and Spiritual Works of Mercy.
  - ◇ In lessons 10 and 11, the students made posters. This week, they can make posters about the Ten Commandments. Each group can be assigned a Commandment, and make a poster that demonstrates and explains it. They can present their posters to the class, and put them up as bulletin board material, if you choose.
- Close in prayer and encourage students to share with their families what they learned this week.

## Lesson 21

# Loving God

### I. Objective

- Students will recognize that we must love God above all things. They will understand that the first three Commandments teach us to do that, and analyze how they can be more faithful to these Commandments.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: 1John 4:16-19.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.



- Watch the Adventure Catechism video “What are the Two Great Commandments?”
  - ◇ <https://www.CatholicBrain.com/edu/videos/924374/1/lesson-08---what-are-the-two-great-commandments?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ The first three Commandments teach us to love Whom? *God*
  - ◇ The next seven Commandments teach us to love whom? *Other people*
  - ◇ How does Jesus command us to love God? *With all our heart, soul, and mind*
  - ◇ How does Jesus command us to love our neighbor? *As ourselves*
  - ◇ What does the Church give us to guide us in loving others? *The Corporal and Spiritual Works of Mercy*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Today's prayer activity begins with some journaling. Our prayers can often become asking for a list of favors from God. It is important that our prayer also includes praise and thanksgiving. We love God because He is good, not because of what He can give us. Today, begin by reflecting on and journaling about God's goodness. What makes Him so good? How has He demonstrated His goodness? Then write a prayer of praise and thanksgiving. Give students the opportunity to share, and end with some quiet time in which they can pray the prayer they have written, and simply spend some time with God.
- Encourage students to share with their families what they learned this week.

## Lesson 22

# Loving Your Neighbor

### I. Objective

- Students will recognize that we must love our neighbor as ourselves. They will understand that the last seven Commandments teach us to do that, and analyze how they can be more faithful to these Commandments.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Bibles

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: 1John 4:20-21.

### **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Jesus Stories video "The Good Samaritan"
  - ◇ <https://www.CatholicBrain.com/edu/videos/10773/1/03----the-good-samaritan>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What did the girls want to raise money for? *To help needy people*
  - ◇ In the parable, what happened to the man who was traveling? *He was robbed and beaten*
  - ◇ Who finally helped the wounded man? *A Samaritan*
  - ◇ What did the girls learn? *To help people close to them*
  - ◇ How does this video relate to this week's lesson?

### **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Today's prayer activity is Lectio Divina, which the students have done a few times now. The Scripture for today's Lectio Divina is Matthew 25:31-46.
- Encourage students to share with their families what they learned this week.

## Lesson 23

# The Corporal Works of Mercy

### I. Objective

- Students will recognize the importance of the Corporal Works of Mercy. They will begin to memorize them, and will understand what they mean. Students will identify organizations they can support and other actions they can take to perform the Corporal Works of Mercy.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Matthew 25:31-46.

## B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Lukas Storyteller video "St. John Paul II and the Joy of Living"
  - ◇ <https://www.CatholicBrain.com/edu/videos/804144/1/lukas-storyteller---st.-john-paul-ii-and-the-joy-of-living>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What country was John Paul II from? *Poland*
  - ◇ Whom did Karol accept as his mother? *The Virgin Mary*
  - ◇ How did Anna help Mr. Snaps? *She built a path so he wouldn't sink*
  - ◇ What did John Paul II and Anna both find happiness doing? *Helping others*

**Note:** Tell the students to research organizations that they can support to perform the Corporal Works of Mercy. For example, is there a local food bank? an organization that provides clean water to third-world countries? a homeless shelter where they can donate clothing? an assisted living center they can visit? Tell them that they should find practical, realistic ways they can support these groups. On Friday, they will present what they find to the class. Encourage them to get as much information as possible to share. They may work individually, or in groups of two or three.

## C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

**D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ Presentations – Today students will present the information they found this week about organizations they can support, that perform the Corporal Works of Mercy.
  - ◇ Be sure to close in prayer, especially for those less fortunate.
- Encourage students to share with their families what they learned this week.



## Lesson 24

# The Spiritual Works of Mercy

### I. Objective

- Students will recognize the importance of the Spiritual Works of Mercy. They will begin to memorize them, and will understand what they mean. Students will identify ways they can perform the Spiritual Works of Mercy.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: James 5:19–20.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Saint Stories video “Nicholas – The Boy who Became Santa”
  - ◇ <https://www.CatholicBrain.com/edu/videos/139784/1/nicholas---the-boy-who-became-santa>
- Before watching the video, ask the students to look for ways St. Nicholas’s life demonstrates both the Corporal and Spiritual Works of Mercy.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ Skits – Break the students into groups and allow them to develop a skit that they will present to the class demonstrating a Spiritual Work of Mercy. Perhaps privately assign one to each group, and see if the rest of the class can identify it.

- ◇ Note: This activity may take more than one day, so you may want to assign it the day before you plan to have them present, so they can begin to plan, and in case they want to bring props from home.
- Close in prayer and encourage students to share with their families what they learned this week.

## Lesson 25

# The Beatitudes

### I. Objective

- Students will recognize that through the Beatitudes, Jesus calls us to new heights of holiness beyond the Ten Commandments. Students will understand, analyze, and begin to memorize the Beatitudes.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Poster board or large paper
- Drawing materials

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: 1Peter 1:15-16, 22-23.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What are the Beatitudes?”
  - ◇ <https://www.CatholicBrain.com/edu/videos/1022954/1/lesson-29---what-are-the-beatitudes?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who gave us the Beatitudes? *Jesus*
  - ◇ What do the Beatitudes teach us? *How to be supremely blessed (truly happy, and holy)*
  - ◇ How many of the Beatitudes can you remember? *See how many the class can get*
  - ◇ Where do the Beatitudes lead us? *Heaven*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ In lessons 10, 11, and 20, the students made posters. This week, they can make posters about the Beatitudes. Each group can be assigned a Beatitude, and make a poster that demonstrates and explains it. They can present their posters to the class, and put them up as bulletin board material, if you choose.
- Close in prayer and encourage students to share with their families what they learned this week.

# Lesson 26

## Prayer

### I. Objective

- Students will be able to define prayer and explain why it is essential. They will identify many different ways Catholics pray, and will practice praying the Rosary.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Rosaries

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Luke 18:1-8.

## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Activity
  - ◇ Introduce students to the Rosary. You first learned the Rosary back in lesson 7. You may have been praying it since, but if not, review the Rosary.
  - ◇ Take time to teach and explain the Rosary to students who may be unfamiliar with it. Emphasize that the most important part of the Rosary is meditating on the Mysteries of the Rosary. Go over all 20 Mysteries of the Rosary. Teach the students how to use the beads to keep track of the prayers, and let them know that by the repetition of familiar prayers, our goal is not to im-press, or "bribe" God with how many prayers we pray. We are creating a rhythm for our minds so that they will be freer to meditate.
  - ◇ Today, pray one decade of the Rosary together.

Note: The U.S. Conference of Catholic Bishops has a useful guide about how to pray the Rosary. It is found at <http://www.usccb.org/prayer-and-worship/prayers-and-devotions/rosaries/how-to-pray-the-rosary.cfm>

You may want to print copies for your students.

- ◇ If you have been praying the Rosary, and your class is very fa-miliar with it, you may consider teaching them the chaplet of Divine Mercy, which is prayed using Rosary beads. Explain to students that when we pray the chaplet, we should contemplate God's great mercy for us. Print the explanation of how to pray the chaplet from the USCCB, and go over it with the students:
  - <https://www.usccb.org/beliefs-and-teachings/how-we-teach/new-evangelization/year-of-faith/how-to-pray-the-chaplet-of-divine-mercy>

## **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.



- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

#### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

#### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Today, pray a five-decade Rosary together. You can choose whichever Mysteries – Joyful, Luminous, Sorrowful, or Glorious – that you want. Consider using the Glorious if it is still the Easter season. If it is Lent, consider the Sorrowful Mysteries. If possible, go to a church and pray before the tabernacle.
- Encourage students to share with their families what they learned this week.

## Lesson 27

# The Our Father

### I. Objective

- Students will identify that Jesus Himself gave us the Our Father. They will examine the prayer in order to really understand it, and they will demonstrate how the Our Father can enrich their own prayer lives.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Matthew 6:7-15.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What is the Lord’s Prayer?”
  - ◇ <https://www.CatholicBrain.com/edu/videos/924414/1/lesson-10---what-is-the-lord-s-prayer?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Why is the Our Father called the Lord’s Prayer? *Because Jesus taught it to us*
  - ◇ What does the Lord’s Prayer teach us to call God? *Our Father*
  - ◇ What do we declare that God’s Name is? *Holy*
  - ◇ After we ask God to forgive us, what do we say that we will do? *Forgive others*
  - ◇ What does Amen mean? *So be it*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Today's prayer activity is focused on the Our Father. It is a prayer we all know, but we sometimes say without much thought. Take some time to go through the Our Father slowly, one line at a time, helping students understand what it means, and allowing students some time to quietly reflect before moving on to the next line.
- Encourage students to share with their families what they learned this week.

# Lesson 28

## Creeds

### I. Objective

- Students will define what a creed is. They will distinguish between the Apostles' Creed and the Nicene Creed, and recognize the circumstances surrounding the development of the Nicene Creed. Students will begin to memorize both of these creeds, and explore their meaning.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: 1 Peter 3:15.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Prayer?"

- ◇ <https://www.CatholicBrain.com/edu/videos/924394/1/lesson-09---what-is-prayer?>

Note: This week's lesson is on the creeds, but it is in the middle of a broader study of prayer, which this video is meant to reinforce.

- Ask the students a few questions to check for understanding, such as:
  - ◇ What is it called when we talk to God or spend time with Him? *Prayer*
  - ◇ How can we pray? *Answers will vary, but the students should suggest many different ways*
  - ◇ What attitude should we have, when we pray? *Humility*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity
  - ◇ Last week, you did a prayer activity focused on the Our Father. Today, you will do the same thing with the Nicene Creed. It is a prayer we may sometimes say without much thought. Take some time to go through the Nicene Creed slowly, one line at a time, helping students understand what it means, and allowing students some time to quietly reflect before moving on to the next line.
- Encourage students to share with their families what they learned this week.

## Lesson 29

# The Stations of the Cross and the Rosary

### I. Objective

- Students will understand how to pray the Stations of the Cross and the Rosary, and will be able to explain their importance. They will identify the 14 Stations of the Cross and 20 Mysteries of the Rosary, and will practice praying the Stations of the Cross.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Stations of the Cross reflections (from lesson 8)

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- When you are finished reading the chapter, re-read the quote from the saint at the beginning of the chapter, and discuss what it means and how it relates to this week's topic.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Philippians 4:8.



### **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the video "God With Us" from the point 1:09:30 to the end.  
 ♦ <https://www.CatholicBrain.com/edu/videos/6468/1/god-with-us>
- Ask the students if they have any questions after watching the video.

### **C. Day Three**

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading - Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

### **E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Prayer Activity

- ◇ In lesson 26, you prayed the Rosary; this week, you will pray the Stations of the Cross. You first prayed this together in lesson 8. Review the Stations with the students, and you may want to use the reflections found in the lesson 8 materials.
- ◇ If you don't have access to a church, you may want to go out and find a place you can prayerfully meditate on the Stations.
- Encourage students to share with their families what they learned this week.

## Lesson 30

# The Liturgical Year

### I. Objective

- Students will be able to define the liturgical year and understand how to make and read a liturgical calendar. They will identify the different liturgical seasons and major feasts throughout the year. Students will recognize how the different feasts and seasons guide our worship throughout the year.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printouts from CatholicBrain
- Colored pencils or crayons

### III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

#### A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading and discussing the Scripture passage in the text: Ecclesiastes 3:1-2, 4, 6, 11.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What is the Liturgical Calendar?”
- ♦ <https://www.CatholicBrain.com/edu/videos/1053044/1/lesson-32---what-is-the-liturgical-calendar?>

Ask the students a few questions to check for understanding, such as:

- ♦ Which day of the week may we go to Mass? *Any day*
- ♦ Which day of the week must we go to Mass? *Sunday (or Saturday night – vigil)*
- ♦ What are the prayers called, that people can pray at different hours throughout the day? *The Liturgy of the Hours*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, or the quiz.

### **C. Day Three**

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – Divide students into partners or small groups, and have them re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.

When they finish reading, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.

- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **D. Day Four**

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, outline the chapter, highlighting important points. Write the outline on the board.
- Students should now individually, write a summary of the chapter, using the outline you have created, in their religion journals and draw an image that represents the chapter. If time permits, allow students to share their summaries in small groups or as a large group.

**E. Day Five**

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Activity
  - ◇ Students can color the liturgical calendar diagram, found on CatholicBrain:  
<https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/11/15/03/58/31/223/head/Liturgical%20Calendar%20Coloring.pdf>
  - ◇ Be sure they understand what it means and how to color it properly. And be sure to close in prayer.
- Encourage students to share with their families what they learned this week.