

Be With Me

Year 9

Please note: this file is an archived version of what we had posted on the old website (with a few formatting changes).

Theme 5.1 Why Should I obey my parents or anyone else in my family? (*Guide pages 160 - 169*)

Outcomes: Students will

- explain and interpret the fourth Commandment as it applies to families
- express the value of obedience and name the challenge of and limits to the Christian call to obedience
- identify duties, roles and responsibilities that are shared within Christian families
- explain how family life is the original cell of social life.

For the Catechist: The Christian family is a communion of faith, hope and charity. It is the domestic Church. The fourth Commandment calls us to live in charity, starting with honor and respect for our parents and people in legitimate positions of authority.

Experience: Together make a chart of different stages over a person's lifespan and the degree of authority one would have at each stage. Examples: infants have no authority because they are totally dependant on others, a child develops some authority over their belongings, etc. Then ask each to answer the theme title question and ask how they think the Church would answer.

Information: Direct the participants to read the Fourth Commandment as presented on page 108 in the textbooks. How do they understand the word "Honour"?

Read the dialogue pages 108 - 112. Two strong readers or you and a young person, or you might get a guest to read the "older person" part. Stop after each part to discuss the reflection questions.

Be prepared to share the information from the text pages pp 112-113 or let them read it silently and then discuss it.

Read the two passages from scriptures: Ephesians 5:21 - 6:4 and Collosians 3:12 - 21. As catechist be prepared to comment on these passages according to the information provided on pages 113 -115 in their text books.

Application: Read some of the scenarios from Activity page 19 (Guide page 168) and discuss "Is obedience required in this case?"

Action: Have the participants make two columns on a page in their notebooks. Label column one "Answers" and Column two with "Ways to improve." You read each statement from Activity page 20 (Guide page 169) and allow them time to fill in each column for as many as time

permits. You may select some or all. Have them share some ideas if they wish. Close with the prayer from textbook page 115.

Theme 5.2: "Whom Should I Obey in Society?" (*Guide pages 170 - 176*)

Outcomes: Students will:

- recognize legitimate authority within various sectors of society: school, civic community, Church
- explain what makes authority legitimate (i.e. common good)
- identify, explain and affirm the duties they have as subjects of legitimate authority.

For the Catechist: Human society requires that some of its people be vested with legitimate authority to work and care for the good of all. The authority required by the moral order derives from God.. The duty of obedience requires all to give due honour and respect to legitimate authority. The fourth commandment calls us to honour not only our parents, but also those who for our good have received authority in society from God. The dignity of the human person requires the pursuit of the common good. Everyone should be concerned to create and support institutions that improve the conditions of human life. Christ himself is the source of authority within the Church.

Experience: Who claims authority over us? Brainstorm and list as many people (outside of family) as possible who may have some authority over young people. Then rate the amount of legitimate authority each may have on a scale of 1 - 5 where 1 suggests very little authority and 5 suggests very much legitimate authority. Why do different people have different levels of authority in young people's lives? What is our responsibility to obey the different authorities? What guidance do you think the Church gives in answering this question?

Information: Read the story in Be With Me pages 116 - 119 and discuss the reflection questions. Have a copy of Activity page 21 ready for each participant. Divide the group into pairs and give them time and space to read the three articles on pages 119- 121and answer the questions on the Activity page. Share and discuss answers in the large group.

Application: Have the participants examine some newspaper and magazine articles with a focus on how the people and events indicate a respect for the spirit and principles of the Fourth Commandment especially in connection with obedience of legitimate authority and respect for the common good. How does the common good sometimes need some help on our part? What would our duty be if we were involved in the story?

Action: Closing Prayer: Use the prayer for all in public office in textbooks page 123. Add prayers of intercession by naming people in your community who serve in public office, eg. teachers, police, municipal workers, priests, snowplow workers etc.

Theme 6.1: What Keeps Us Apart?

Outcomes: Students will

- identify and analyse examples of prejudice
- suggest ways that they could respond with compassion to situations of justice
- demonstrate an understanding of how responding with compassion leads to peace.

For the Catechist: Christian justice is rooted in love. It is based not only on fairness, but also on mercy and compassion. Compassion is the ability to feel and act with and for another, but it is not pity. Respect for the human person considers the other "another self." It presupposes respect for the fundamental rights that flow from the dignity intrinsic to the person. Peace is the fruit of justice. "Blessed are those who hunger and thirst for righteousness for they shall be filled."

Experience: Ask the participants to reflect on these two questions: Which people deserve / don't deserve to be cared about? Which groups of people do you care about? Brainstorm some answers. Discuss How do you treat those whom you don't care about? How do you decide whom you care about? Who or what guides you in whom you care about? How would you answer the question, "What keeps people apart?" What guidance do you think the Church gives?

Information: Read "A Fly on the Wall" on pages 126 - 128. Discuss the reflection questions. Then read "No More 'Us' and 'Them'" on pages 129 - 130. Activity pages 22a & 22b, provide a guide for applying the "See, Judge, Act" process in exploring justice issues. You may want each to have a copy or you can use the questions to guide the group through the steps in exploring some issue of injustice. Choose an issue such as racism, unequal treatment of people with specific challenges, sexism or ageism and maybe some good ones were suggested in the Experience process above. Follow the steps of See, Judge, Act (and evaluate) in analysing the issue. Lead to a conclusion that respect for the human person flows from the dignity each person deserves from being a person and compassion means being able to feel and act with another person. Read "A thank You to a Compassionate Friend." pages 130 - 131.

Application: Read Colossians 3:12 - 15 Have each draw a picture of themselves "clothed" in a way that each piece of garment symbolizes some aspect of living with social justice. Example: boots which walk with those who are lame, a scarf around the shoulders which carry the load for single parents who struggle to provide for their family, etc. Share these.

Going Forth: Do "A Reflection on Compassion" on Page 131. Mention different groups sometimes considered enemies such as Israel and people in Gaza, Christians and Muslims, the Taliban and Afghan people, After mentioning each have a young person repeat the Reflection on Compassion. Have them mention others...conclude with the connection that there will never be peace without people learning to have and live out of compassion for others. Invite the young people to take their books home and talk about some of the material with family members. In what ways do their family show and live with compassion?

Theme 6.2: How Much is Enough?

Outcomes: Students will:

- identify social justice issues
- perceive the challenge of God's preferential option for the poor
- use the preferential option for the poor as the criterion for analysing social justice issues
- acknowledge that the love of God for all people demands justice

For the Catechist: "Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven" (Mt. 5:10) "Blessed are you who are poor, for yours is the kingdom of God." (Lk 6:12) As Christians we are called to see that a wide variety of issues are issues of justice: for example, poverty, unjust labour practices, immigration, refugees, ecology, unemployment, consumer justice, land use. Christian justice challenges individuals and society to work for the kingdom of God. Promoting justice is not an option for Christians— it is an integral part of our mission. The Church informs our judgement of social justice issues. Christians are called to respond to God's love by making changes to address injustice in the world. The preferential option for the poor colours the Christian understanding of justice.

Experience: Young people are used to rating things such as on a scale of 1 - 6 where 1 is "strongly disagree" and 6 is "strongly agree." You may just read each statement on Activity pages 23 a and 23b and have them respond on their individual books by numbers 1 to 6 and being prepared to justify their answers. Review and record their responses and get some reasoning for their responses. Help the youth become more aware of the various issues and perceptions around wealth and poverty. Read "Who is the Rich Man?" from text books pages 132 - 134. Then read Lazarus and the Rich Man in Luke 16: 19 - 31

Information: Divide the youth into four groups. Assign Group #1 to read "Give Generously" Text pages 134 - 135, Group 32 read 'Preferential Treatment" pages 136 - 137, Group #3 to read Scripture passages Matthew 6: 19 - 21, 24 and Matthew 25: 31 - 46, and Group #4 Luke 12: 13 - 21 and Luke 21: 1 - 4. Have each prepare to share what the texts tell us about God's preferential option for the poor including examples and issues from the texts and some comments on the challenges this may present to us.

Application: Read "Free the Children" pages 137 - 138. Discuss the story. What challenges might the youth feel as a result of the story? Discuss how your parish or individuals they know are involved in similar issues of justice.

Action: This is a good time to provide information about the Canadian Catholic Organization of Development and Peace (CCODP). Challenge them to develop a service project which can at least support D&P projects. Challenge them to go online to learn more about CCODP and its global projects. Our Diocesan D&P holds a workshop every fall to help the people of our Diocese to learn more about its projects.

Close with a reading and reflection on the Magnificat which is Mary's prayer when she first visited her cousin Elizabeth after the Annunciation. Mary easily identified with the poor!

Encourage the youth to bring home their books and discuss this theme with family members.
What can their families do about issues of justice?

Theme 6.3: How Can the Earth Survive?

Outcomes: Students will

- define justice in terms of respect for the integrity and balance of creation
- explain how justice is a demand of natural law
- evaluate our lifestyle in terms of its ecological impact
- identify the connection between their relationship with God and their relationship with others and the earth.

For the Catechist: "Blessed are the meek for they shall inherit the earth" The earth is a common heritage, the fruits of which are for the benefit of all. Modern society will only find a solution to our ecological problems when we take a serious look at our lifestyle. The commitment of believers to a healthy environment for everyone stems from their belief in God the creator. Humanity's dominion over other created things is limited by concern for the quality of life of others and the generations to come. It requires a religious respect for the integrity of creation.

Experience: Do a survey. Ask the youth to write their answers as you ask each question: What do you see as a major ecological problem today? Who is responsible for this problem? How are they responsible? How do your own actions add to the problem or help to solve it?

Discuss the theme title, "How can the earth survive? What guidance do you think the Church gives in answering this question?"

Information: Read "Justice and the Nature of Things" from text books pages 140 - 142 and discuss the reflection questions on page 142. Have groups of the youth prepare and share the Choral Readings on pages 142 - 147 "The Order of Creation" and "The Song of the Meek."

Application: Do the Guided Meditation from your Guide pages 200 - 201. Share their responses to the closing question, "What do you say?" (Earth to young person)

Action: In pairs or threes have them choose an ecological need and use the "See, Judge, Act" process to understand the issue and to suggest further action that can address the need. Share their thoughts. Close with praying together the prayers on pages 146 and 147 in the text books.

Encourage the youth to bring home their texts and share some ideas from the theme with family members.

Theme 7.1: When is it Stealing?

Outcomes: Youth will

- express and apply the seventh commandment
- identify how the seventh commandment challenges actions that are commonly deemed acceptable
- define stewardship and discuss it in terms of the demands of the seventh commandment
- identify the balance between the right to own and the requirement to share in specific situations
- evaluate their own behaviour in light of the seventh commandment
- understand tithing as an offering to God and as a form of prayer.

For the Catechist: The seventh commandment "You shall not steal" forbids unjustly taking or keeping the goods of one's neighbours or wronging them in any way with respect to their goods. We believe in the right to property, but it must always be held in check by the common good. All people have a right to what is necessary to fulfil their basic human needs. When we own something, we are merely stewards. Each of us must use the things we own in such a way that they benefit not only ourselves, but also the common good.

Experience: Discuss "Why do people steal? Read "Stop, Thief!" pages 150 - 151 from textbooks. and discuss reflection questions.

Information: Introduce "The robbers' weekly" on page 151 in their text books by reading "A Note From the Editor Then assign each individual or small group to read one of the articles on pages 151 - 155 and prepare to explain to the large group what the article is about and how it helps in understanding more about what stealing is.

Application: Have one copy of each of the five scenarios from Activity pages 27a and 27b ready. Divide your group into five small groups. Each group is assigned to prepare a demonstration of what the character goes through in trying to decide how to handle the situation. There could be input from a "good angel" and a "bad angel" trying to influence the character in his / her decision.

Action: Read Article # 2404 from the CCC (Catechism of the Catholic Church) which is printed in your guide page 208. Have a discussion of its meaning and whether the youth agree. Close with reading and discussing "Stewardship and Prayer" in their text books page 155. Invite them to journal for a few minutes on how they feel about offering something substantial to God.

Encourage the young people to take their books home and share some information from this theme with family members.

Theme 7.2: Why Tell The Truth When A Lie Will Do?

Outcomes: Participants will

- express and apply the eighth commandment
- recognize that there is an absolute truth and God is its source
- explain the role of truthfulness in relationships
- identify the balance between charity and respect for the truth in specific situations
- evaluate their own behaviour in the light of the eighth commandment
- explore the meaning of prayer and gesture that immediately precedes the proclamation of the Gospel

For the Catechist: The eighth commandment is "You shall not bear false witness against your neighbour." Truthfulness is foundational for trusting relationships. God is the source of all truth. Human beings tend by nature toward the truth. Both charity and respect for truth should dictate the response to every request for information. Where do you stand personally on truthfulness?

Experience: Read and discuss the results of Reginald Bibby's survey on youth and honesty on page 156 in their texts. What do the young people think of the statistic? Does it reflect their group? (The survey shows that young people want honesty in a relationship, and in another person. However, young people as a group do not see honesty as a strong value for themselves.) Do a secret ballot survey. Have slips of paper for them to answer yes or no to each question. Have a different envelope for the answers to each question. Count the ballots at the end. Sample questions are: Would I tell my friend I didn't like his / her hair? Would I lie to protect a friend? Do I gossip? Would I lie to keep from getting in trouble? Would I lie to keep from hurting someone's feelings? Is it always the best policy to tell the truth?

What guidance does the Church give? Read CCC#2465 "The Old Testament attests that God is the source of all truth. His word is truth. His law is truth. His "faithfulness endures to all generations." Since God is "true," the members of his people are called to live in the truth."

Information: Divide your group into four groups. Give each group one of the sections on pages 159 - 161 to read with the relevant question for each section. Have individuals read his / her own part and write an answer to the question. Then have the individuals share with their group members and then explain the section and their group answer to the large group. Questions are as follows: "Truth and Freedom:" How does the truth set us free? "Truth and Dignity": How do we insult and injure our own dignity and the dignity of others when we are untruthful?" "The Right to the Truth:" To what extent do we have the right to know the truth? "What is Untruthful?": Name the different ways we can be untruthful.

Application: Remind the youth of the eighth commandment. Assign them to reflect in their private journals on the following two questions on personal honesty: In what areas of my life am I being honest? What areas do I need to work on?

Action: Examine the prayer on page 161 of the student's text. Explain that this is the prayer the priest prays before he proclaims the Gospel at Mass. The prayer is followed by "A reading from

the Gospel according to N." At this time he makes a sign of the cross on the book, and then on his forehead, his lips, and breast. We also join the gesture at the beginning of the gospel. Discuss the significance of this prayer and gesture. Practice the gesture. Conclude that this gesture signifies the essence of the eighth commandment. That we think the truth, we speak the truth, and live the truth in our hearts. Encourage the young people to review at home pages 156 - 161 of their text books and share some of it with family members.

Theme 8.1: Do I have a Heart of Gold?

Outcomes:

- Young people will examine and evaluate their attitudes towards other people
- Express the meaning of "pure of heart"
- identify ways they can be more generous in their attitudes
- Understand how Jesus models a generous attitude towards others
- Outline strategies for readjusting their attitudes when necessary

For the Catechist: "Blessed are the pure of heart, for they shall see God." Being pure of heart means we desire what God desires; we can love and give generously as God does; we can see according to God; we have a generous attitude towards others, recognize their goodness and forgive their faults. Modesty is an appreciation of our dignity and of the dignity of all other people.

Experience: Consider the meaning of "purity" from a scientific point of view which could include references to things like pure gold, pure water, etc. How are these things purified? Read "Hearts of Gold" on pages 164 - 165 in their books. Discuss the meaning of having a "Heart of gold". Did anyone ever hear the expression? Do they know anyone with a heart of gold?

Information: Share one or more of the examples on pages 165 - 169. Present the beatitude from Matthew 5.8 "Blessed are the pure in heart, for they shall see God."

Assign individuals or small groups to take turns reading some of the Scripture passages: Luke 6: 32 -38, Mark 7: 18 - 23, Matthew 6: 1 - 4, Matthew 6: 5 - 6, Matthew 6: 16 - 18, Matthew 6: 19 - 21. Reflect on each passage to draw out the connection with being 'pure of heart.'

Now read together the articles on pages 172 - 174 to develop a good understanding of modesty and its connection to being pure of heart.

Application: Present the example of a student who receives high praise from a teacher for the quality of a project. The student knows that a classmate helped and deserves to share the credit. A person 'with a pure heart' would ensure that credit is given also to the classmate.

Have groups of two's or three's prepare a modern-day scenario where it may be a challenge to act with a pure heart. Have them share their scenarios with the whole group. What would a 24 karat response be or a 2 karat response?

Action: Have each write in his / her private journal a "Heart of Gold Commitment" in which they think of a way they can be of service to someone else without any fanfare or hope of recognition or reward but just because it is a generous thing to do. Close with praying the 'Prayer for a Heart that is Open and Broad' from their text books page 174. This prayer is taken from the Marriage Ritual #165. Encourage the young people to take their textbooks home and read the material from pages 164 - 174. They can review what you read together and read the rest for the first time.

Theme 8.2: How Do I Get Satisfaction? (*Guide pages 230 - 236*)

Outcomes: Young people will

- define envy and understand why envy is a sin
- compare and contrast common attitudes in our society with the ninth and tenth commandments
- use the ninth and tenth commandments as a tool for critical reflection on career and life skills planning
- identify and evaluate criteria for achieving satisfaction.

For the Catechist: Envy is a resentment about another person's well-being. It is a refusal to love fully. The ninth and tenth commandments forbid reducing relationships to opportunities for carnal, personal, or commercial gains. God desires and enables us to rejoice in our own and in others' good fortune, happiness and blessings. Our ardent desires are satisfied when they are directed towards the love of God.

Experience: Examine some magazine advertisements or TV commercials that everyone is familiar with. What message about satisfaction is given? Discuss sibling rivalry. What is really happening? What might bring dissatisfaction into sibling or friends' relationships? How can it be eliminated? What brings real satisfaction?

Information: Read together Matthew 20: 1 - 16. Ask 'Do you think the owner of the vineyard was fair?' Have one third of them to read the retelling "Enough to Survive" pages 175 -177, another third to read "The Best Deserve the Best" pages 177 - 178, and the rest to read "A Reflection on Generosity" on page 178 and be ready to explain the different points of view to the whole group. Finally read together and discuss "The diabolical sin" and "Just to be is a Blessing" from pages 178 - 179 and get their feelings and reactions.

Application: We like to think that whatever career we choose will bring us satisfaction. Tell the group that you are going to ask them to write some ideas about the career they might be interested in following. So ask each to decide on a career that interests them at this time. Tell them that you are going to read some questions to help them think about whether this career might bring them good satisfaction as a Christian. As them just to listen and reflect. They will write afterwards. Ask In what way does this career make it easier for you to – live generously, – help others overcome poverty and powerlessness –encourage others – contribute to the common good – rejoice in the good fortune of others – serve God? In what ways might this career make it harder for me to do those things? Does this career use relationships as chances for sexual, personal or material gain? Does this career support the idea that "just to be is a blessing" and "just to live is holy"? What values can you bring into this career? How can you make this type of work more pleasing to God? How can you approach this career without weakening your Christian values? How does being Christian affect how you see this career?

Now give them some time to write about the satisfactions and the challenges they foresee in the career.

Action: Make a list of all their blessings! Then conclude why would we be envious when we have such blessings! How can we rejoice that others have their blessings. Conclude with several slow reflections on "A Reflection on Falling in Love" from page 179 in their texts. Encourage them to bring home and share ideas and material from this theme with family members.

Theme 9.1: What Does It Really Mean to Forgive? *(Guide pages 240 - 251)*

Outcomes: Participants will

- examine ways Jesus models forgiveness
- define forgiveness
- express the Christian call to forgiveness
- identify areas in their life where they are called to forgive
- name and appreciate the fruits of forgiveness

For the Catechist: We can forgive without reconciliation, but we cannot have reconciliation without forgiveness. To forgive another human being is to respect that person's dignity. It means letting go of our desire for revenge. It does not condone the evil action. Our respect for the dignity of others and our desire for the good of others must be unconditional. In forgiving others we are restored to wholeness. We need to receive forgiveness from others and to forgive ourselves. God's grace enables forgiveness. "We cannot love the God we cannot see if we do not love the brother or sister we do see" (CCC#240)

Experience: Ask the participants to imagine confiding something private and embarrassing to a close friend. Then imagine your friend repeats your secret to another person who tells another who tells yet another until the whole school knows this thing you wanted to keep private. How would you react? What would you say and do to your friend? Would you forgive your friend? Why / Why not? Under what conditions? How would you treat that friend in the future? What does it really mean to forgive?

Information: Divide into six individuals or small groups. Give Group #1 Matthew 6: 9 - 15 Group #2 Matthew 18: 21 - 35 Group #3 Luke 6: 27 - 38 Group #4 Luke 7: 36 - 48 Group #5 Luke 23: 32 - 43 and Group #6 John 8: 1 - 11.. Have them read and answer the questions in Activity Page 32. Have them share their answers.

Read pages 182 - 183 in their text books, "What is forgiveness?" "Why forgive?" and "How Can I Forgive?"

Application: In pairs, invite them to write and share a song or poem about a forgiveness situation.

Action: Have each young person make a book mark in the shape of a cross. On one side write the words "forgive us our trespasses" on the other side write "as we forgive others. Close with a few quiet moments when you invite them to examine their own lives and occasionally invite them to join you in "The Jesus Prayer" from page 189 "Jesus Christ, have mercy on me, a sinner."

Remind the youth of the Sacrament of Reconciliation which is being celebrated in most parishes during Lent, encouraging them to celebrate the sacrament as a grace-filled opportunity to help us forgive others and to forgive ourselves and to experience the peace and joy of knowing God's

forgiveness. Invite them to discuss this theme with family members at home. Encourage their participation at Palm Sunday and the Triduum of Holy Thursday, Good Friday, and Easter.

Theme 9.2: Can All Broken Relationships Be Healed?

Participants will

- define reconciliation
- understand the conditions for reconciliation
- give reasons for how reconciliation restores people to the community and heals relationships
- distinguish between reconciliation and forgiveness
- explain how the Church enables and facilitates reconciliation

For the Catechist: Reconciliation means there will be a positive future relationship. Forgiveness means letting go of the desire for vengeance; it does not necessarily guarantee a future relationship. The conditions necessary for reconciliation are conversion, confession, contrition and correction (or satisfaction). Conversion is a radical reorientation of life. A person who has experienced conversion will stop sinning, will show abhorrence towards the evil acts, and will demonstrate a desire and resolution to change his / her life. The Christian community encourages, enables and facilitates reconciliation.

Take an example of a broken relationship and chart out some of the effects that broken relationship can have on others in the community. For example if a boy and girl who were dating have broken up and are no longer friends, the boy's friends, the girl's friends, their mutual friends, both their families, their classmates etc may all be affected and these effects may affect other aspects of things and events in all their lives. Discuss the theme question and how the Church might be connected to the question.

Information: Assign parts and read together "A Drama with a Chorus– based on Luke 15: 11 - 32. This is based on the story of the Prodigal Son. The younger son is given the name Yagil and the older son Samuel. Discuss the story in relation to reconciliation and conversion.

Read the three sections on "Reconciliation", "The Three C's of Conversion" and "The Model of All Reconciliation" on pages 196 - 197 in their text books. Write a group definition of forgiveness and of reconciliation.

Application: In pairs or small groups ask the participants to think of a situation from the world at large, within their own community, a tv or movie, a story or from a famous fairy tale where reconciliation is needed between two individuals or groups. Have them do a role play to show reconciliation between the characters or groups.

Recognize that reconciliation is not always possible, but forgiveness is possible and necessary.

Action: Review with the young people the Sacrament of Reconciliation as a Sacrament of the Church in which we experience God's love. The grace of the sacrament gives us the strength and power to change our lives and to live more closely with God and community. Meditate on the words of the prayer of absolution given on page 197 of their books. Remind the youth of Holy week services and the opportunity most parishes provide for the Sacrament of Reconciliation.

During Holy Week we remember the love of Jesus. Jesus' death and resurrection are the sure sign that reconciliation has been achieved between God and all human beings. We just need to make our decision to participate in the gift of that reconciliation.

Encourage them to share the meaning and material of this theme with family members at home.

Theme 10.1: What Keeps Us Going?

Outcomes: Participants will

- define hope and its role in Christian life
- explore the ways prayer nourishes hope
- identify people who model Christian hope
- find hope for their lives in the death and resurrection of Jesus

For the Catechist: Hope is the virtue that keeps us searching for true happiness, which is found in being true to oneself and faithful to God. Hope is nourished by prayer. Our Christian hope is found in the resurrection of Jesus. We can sin against hope. The first commandment is not only a call to avoid idolatry; it is also a call to place all our hope in God.

Experience: Do a webbing of the word HOPE. Explore the different meanings and experiences the youth have and relate stories of hopeful people and situations they know.

Information: Read "He Won't Wake Up!" in their books pages 200 - 202 and discuss the reflection questions. Then read "Hope," "Hope and the First Commandment," and "Prophets of Hope, Prophets of Love" on pages 202 - 205 in their books. Read from Hebrews 10: 23 - 25 & 32 - 36. Have each write a definition of "HOPE" according to the information given. Share these.

Application: Brainstorm a list of 'hopeless' situations. Ask each youth to write a letter to a person in a so-called hopeless situation offering them Christian hope as Paul did.

Action: Ask each to think of someone they know who is in need of hope. How can they help to bring some hope into the lives of others? Encourage them to pray both for themselves in their own feelings of hopelessness and for others in their needs. Close with a reflection on the passage from Isaiah 40: 31 in their books. Encourage the youth to bring home their books and share some of this theme with family members.

Theme 10.2 Where Have We been and Where Will That Take Us? (Guide pages 278 - 285)

Outcomes: Participants will

- review the virtues and Beatitudes, which underlie the Christian attitude toward being in the world
- Share their faith with others through a year-end celebration

Catechist Preparation: Make enough copies of Activity pages 39a & 39b so each participant has their own copy. Also make two copies of the Celebration "Christ: Yesterday, Today and Forever" from your guide pages 282 - 283. Cut out the readers' parts to distribute to ten different readers. You must have a copy as president. You will also need to ask someone to read the scripture passage during the celebration. Also you may want to have a prayer card with the Beatitudes, or list of the 10 virtues, a candle or some other symbol or token for the year to present to each young person during the celebration.

Gathering: Ask the young people about their memories of the year's themes. Do they recall that the unit titles all addressed certain virtues. Examine together the Table of Contents and review the titles about the virtues of being alive, faithful, loving, obedient, just, honest, generous, forgiving, and hopeful. Do they recall that the units were built around the Beatitudes and the Commandments which are listed inside the front and back covers of their books?

Opening: Study together "Virtues and Beatitudes" on pages 206 - 207. Explain that they will be having an open-book test about the Beatitudes. The material on pages 207 - 210 will help them with the answers. Let them work in pairs, but each one should complete the test to take home and share with family. Give them time to complete the test and discuss answers together.

Celebration: Close with the Celebration Christ: Yesterday, Today and Forever on pages 282 - 283 of your Guide.

Be

alive,

faithful,

loving,

obedient,

just,

honest,

generous,

forgiving,

hopeful

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are those who mourn, for they shall be comforted.

Blessed are the meek, for they shall inherit the earth.

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

Blessed are the merciful, for they shall obtain mercy.

Blessed are the pure in heart, for they shall see God.

Blessed are the peacemakers, for they shall be called children of God.

Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven.

Matthew 5: 3 - 10