



# LEVEL II - JR. HIGH PARISH RESOURCE

## 3-One Hour Lessons with your Teacher's Guide

Recommended Opening Short Exercise: Teacher's Guide Page 10, start on the page where it says "SET UP COMMON PLACE BOOKS."

### LEVEL II - JR. HIGH LESSON 1: Unit 1: Man of Concupiscence — ONE HOUR

- 1. Prayer:** *Lectio Divina* on Genesis 2:15-17; 3:1-7
  - a. Teacher's Guide pg. 14/Commonplace Book pgs. 2-3
  - b. For how to lead *lectio divina*, refer to pg. 6 in the Teacher's Guide
- 2. Reading & Comprehension Questions**
  - a. Reading: Teacher's Guide pgs. 15-17/Commonplace Book pages 5-8
  - b. Comprehension questions & an answer key available to print at [ruahwoods institute.org/parish](http://ruahwoods institute.org/parish)
- 3. Activity:** Minefield Teacher's Guide pg. 25/Commonplace Book pg. 17
- 4. Saints & Heroes:** Servant of God Dorothy Day: Teacher's Guide pg. 26/Commonplace Book pg. 18 + student reflection on saint pg. 19.

### LEVEL II - JR. HIGH LESSON 2: Unit 2: Redeemed and Called — ONE HOUR

- 1. Prayer:** *Lectio Divina* on Genesis 3:8-21
  - a. Teacher's Guide page 32/Commonplace Book pages 24-25
  - b. For how to lead *lectio divina*, refer to page 6 in the Teacher's Guide
- 2. Reading and Comprehension Questions**
  - a. Reading: Teacher's Guide pages 33-35/Commonplace Book pages 26-29
  - b. Comprehension questions & an answer key available to print at [ruahwoods institute.org/parish](http://ruahwoods institute.org/parish)
- 3. Activity:** Mosaics: Teacher's Guide pgs. 40-41/Commonplace Book pg. 38
- 4. Saints & Heroes:** Servant of God Takashi Nagai Teacher's Guide pg. 42/Commonplace Book pg. 39 + student reflection on saint pg. 40.

### LEVEL II - JR. HIGH LESSON 3 Unit 6: Spousal Meaning of the Body — ONE HOUR

- 5. Prayer:** *Lectio Divina* on Romans 12:1-2, 4-21
  - a. Teacher's Guide pg. 94/Commonplace Book pgs. 106-107
  - b. For how to lead *lectio divina*, refer to pg. 6 in the Teacher's Guide
- 6. Reading and Comprehension Questions**
  - a. Reading: Teacher's Guide pages 95-98/Commonplace Book pages 108-112
  - b. Comprehension questions & an answer key available to print at [ruahwoods institute.org/parish](http://ruahwoods institute.org/parish)
- 7. Activity:** Charades: Teacher's Guide pg. 102/Commonplace Book pg. 120
- 8. Saints & Heroes:** Servant of God Fr. Ragheed Aziz Ganni Teacher's Guide pg. 104 Commonplace Book pg. 121 + student reflection on saint pg. 122.

NOTE TO CATECHIST: If you ever need a substitute activity or an extra activity in any of the three lessons above, you can introduce Gratitude Journaling to your students at any time by reading the directions on page 27 of your Level II - Jr. High Teacher's Guide.





# LEVEL II - JR. HIGH PARISH RESOURCE

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## LEVEL II - JR. HIGH LESSON 1 — Unit 1: Man of Concupiscence — ONE HOUR

Recommended Opening Short Exercise: Teacher's Guide Page 10, start on the page where it says "SET UP COMMON PLACE BOOKS."

### Objectives

- Explain the impact of sin on Adam and Eve.
- Explain how sin has impacted human persons.

### Materials

- Level II - Jr. High Teacher's Guide (1 per catechist)
- Comprehension Questions & Answers Provided for Catechist (1 per catechist)
- Level II Student Commonplace Book (1 per student)
- Comprehension Questions (1 per student)
- Blindfolds (minimum of 1 blindfold)
- Writing utensil (1 per student)
- Catechist should review Issue Connections pgs. 28-29 in the Teacher's Guide before class to prepare for some anticipated student questions.

### Unit Outline

#### 1. PRAYER: *Lectio Divina* on Genesis 2:15-17; 3:1-7

*Lectio divina* scripture passage can be found in the Teacher's Guide on page 14 & student book page 2 with student reflection page in the Commonplace Book on page 3. For an explanation on how to lead *lectio divina*, refer to page 6 in the Teacher's Guide.

#### 2. READING AND COMPREHENSION QUESTIONS

- a. Read the text on pages 15-17 in the Teacher Guide's which can be found on pages 5-8 in the Commonplace Book also for the lesson's reading. Then answer the following comprehension questions with your students. A page with just the comprehension questions can be found at [ruahwoodsinstitutue.org/parish](http://ruahwoodsinstitutue.org/parish)





# LEVEL II - JR. HIGH PARISH RESOURCE

## 3-One Hour Lessons with your Teacher's Guide

### LEVEL II - JR. HIGH LESSON 1 — Unit 1: Man of Concupiscence Comprehension Questions & Answers Provided for Catechist

1. How did sin enter the world?
  - Our first parents, Adam and Eve, doubted God's love and generosity as well as God's desire for their happiness.
2. What relationships does sin break?
  - Sin breaks the human person's relationship with God, himself, others, and the world.
  - \*\*Catechist Note: Due to sin entering the world, it is hard for human persons to show love, be a gift of self, in these different relationships.
3. Besides wounding relationships, how else are Adam and Eve affected by sin?
  - Due to sin, Adam and Eve experienced minds that are darkened and wills that are weakened. This means that it was hard for Adam and Eve to recognize the right thing to do and hard for them to choose the right thing to do in situations.
  - Due to sin, Adam and Eve experienced corruption in their bodies. They experienced a physical death, in which their souls separated completely from their bodies.
  - Adam and Eve experienced concupiscence.
4. What is concupiscence?
  - Concupiscence is the permanent wound in our nature that inclines us toward evil and weakens our will.
5. True/False: Now that sin has entered the world, human persons are totally corrupt. Explain your answer.
  - False
  - Human persons are not totally corrupt even though sin has entered the world because the original goodness of the human person remains. Even though we inherit the effects of the first sin, God's grace can bring us healing by redeeming us.
6. When we learn about Adam and Eve, we actually learn about all human persons. What can we learn about ourselves when it comes to living in a world where sin exists?
  - Human persons struggle to show love, be a gift of self, to God, themselves, other human persons, and the world.
  - Human persons struggle to recognize the good in a situation. This means we struggle to recognize the correct thing to do in situations.
  - Human persons struggle to choose the good in situations. This means we struggle to choose the correct thing to do in situations.

### 3. ACTIVITY: Minefield

Follow directions\* on page 25 of Teacher's Guide & have students reflect on experience on page 17 of their commonplace book \*(To make this activity take less time, feel free to have more than 2 teams).

**4. SAINTS & HEROES:** Servant of God Dorothy Day: Teacher's Guide pg. 26/Commonplace Book pg. 18 + student reflection on saint pg. 19 (if time permits).





# LEVEL II - JR. HIGH PARISH RESOURCE

3-One Hour Lessons with your Teacher's Guide

## LEVEL II - JR. HIGH LESSON 1: Unit 1 Man of Concupiscence Comprehension Questions for Students

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*Name*

1. How did sin enter the world?
2. What relationships does sin break?
3. Besides wounding relationships, how else are Adam and Eve affected by sin?
4. What is concupiscence?
5. True/False: Now that sin has entered the world, human persons are totally corrupt. Explain your answer.
6. When we learn about Adam and Eve, we actually learn about all human persons. What can we learn about ourselves when it comes to living in a world where sin exists?





# LEVEL II - JR. HIGH PARISH RESOURCE

3-One Hour Lessons with your Teacher's Guide

## LEVEL II - JR. HIGH LESSON 2 — Unit 2: Redeemed and Called — ONE HOUR

### Objectives

- Explain the impact of sin on Adam and Eve.
- Explain how sin has impacted human persons.

### Materials

- Level II - Jr. High Teacher's Guide (1 per catechist)
- Level II Student Commonplace Book (1 per student)
- Comprehension Questions & Answers Provided for Catechist (1 per catechist)
- Comprehension Questions (1 per student)
- Mosaic page 41 in Teacher's Guide (1 copy per student printed on colored paper), cut & put in envelope or baggie for each student
- Tape or glue
- Plain white piece of paper (1 per student)
- Writing utensil (1 per student)
- Catechist should review Issue Connections pgs. 44-45 in the Teacher's Guide before class to prepare for some anticipated student questions.

### Unit Outline

#### 1. PRAYER: *Lectio Divina* on Genesis 3:8-21

*Lectio divina* scripture passage can be found in the Teacher's Guide on page 32 & student book pg. 24 with student reflection page in the Commonplace Book on page 25. For an explanation on how to lead *lectio divina*, refer to pages viii-ix in the Teacher's Guide.

#### 2. READING AND COMPREHENSION QUESTIONS

- a. Read the text on pages 33-35 in the Teacher's Guide which can be found on pages 26-29 in the Commonplace Book also for the lesson's reading. Then answer the following comprehension questions with your students. A page with just the comprehension questions for students can be found at [ruahwoods institute.org/parish](http://ruahwoods institute.org/parish)





# LEVEL II - JR. HIGH PARISH RESOURCE

3-One Hour Lessons with your Teacher's Guide

## LEVEL II - JR. HIGH LESSON 2 — Unit 2: Redeemed and Called Comprehension Questions & Answers Provided for Catechist

1. What is the good news God shared with Adam and Eve after they sinned?

- The good news God shared with Adam and Eve after they sinned was that from a woman will come a child that defeats sin and death.
- The woman is Mary.
- Her child, offspring, is Christ.

**\*\*Catechist Note:** This is called the protoevangelium. It is the first announcement of the coming of Christ in Scripture.

2. What is redemption?

- Redemption is transformation into something new and something whole
- Redemption affirms that the world is good. Even though we sin, there is still good that always remains.

3. The Church believes that life after sin entered the world is better than life before sin entered the world. How is this so?

- Since sin entered the world, God sent his son to earth to redeem us. Since Christ came to earth, we have the opportunity to share in his divine life which did not exist before sin entered the world.

4. Due to sin, we struggle in our relationships with God, ourselves, others, and the world. What can help us to strengthen these relationships?

- There are many things we can do to strengthen all our relationships.
  - Grace from Sacraments, especially Reconciliation and the Eucharist
    - Reconciliation: restores our relationship with God and heals us
    - Eucharist: strengthens us to choose the good and not sin
  - Prayer
  - Service to others
  - Spend time with a community of people that support us

**5. ACTIVITY:** Mosaic \*Teacher's Guide pgs. 40-41/Commonplace Book page 38. Prior to class: Make copies of & cut-up on the dashed lines Mosaic images (preferably on colored paper) & put in an envelope or baggie— one per student from [ruahwoods institute.org/parish](http://ruahwoods institute.org/parish)





## LEVEL II - JR. HIGH PARISH RESOURCE

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**4. SAINTS & HEROES:** Servant of God Takashi Nagai: Teacher's Guide pg. 42/Commonplace pg. 39 + student reflection on saint pg. 40 (if time permits).





# LEVEL II - JR. HIGH PARISH RESOURCE

3-One Hour Lessons with your Teacher's Guide

## LEVEL II - JR. HIGH LESSON 2: Unit 2 Called and Redeemed Comprehension Questions for Students

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*Name*

1. What is the good news God shared with Adam and Eve after they sinned?
2. What is redemption?
3. The Church believes that life after sin entered the world is better life before sin entered the world. How is this so?
4. Due to sin, we struggle in our relationships with God, ourselves, others, and the world. What can help us to strengthen these relationships?







# LEVEL II - JR. HIGH PARISH RESOURCE

3-One Hour Lessons with your Teacher's Guide

## LEVEL II - JR. HIGH LESSON 3 – Unit 6: Spousal Meaning of the Body – ONE HOUR

### Objectives

- State what language of the body is.
- Compare filial message of the body and spousal message of the body.
- List the standards God has given human persons for being a gift of self.

### Materials

- Level II - Jr. High Teacher's Guide (1 per catechist)
- Level II Student Commonplace Book (1 per student)
- Comprehension Questions & Answers Provided for Catechist (1 per catechist)
- Comprehension Questions with Space for Answers (1 per student)
- Charades Word List (provided last page of this resource)
- Writing utensil (1 per student)
- Catechist should review Issue Connections pgs. 106-107 in the Teacher's Guide before class to prepare for some anticipated student questions.

### Unit Outline

#### 1. PRAYER: *Lectio Divina* on Romans 12:1-2, 4-21

*Lectio divina* scripture passage can be found in the Teacher's Guide on page 94 & student book page 106 with reflection page in the Commonplace Book on page 107. For an explanation on how to lead *lectio divina*, refer to pg. 6 in the Teacher's Guide.

#### 2. READING AND COMPREHENSION QUESTIONS

- a. **Read the text on pages 95-98** in the Teacher's Guide which can be found on pages 108-112 in the Commonplace Book also for the lesson's reading. Then answer the following comprehension questions with your students. A page with just the comprehension questions for students can be found at [ruahwoods institute.org/parish](http://ruahwoods institute.org/parish)





## LEVEL II - JR. HIGH PARISH RESOURCE

3-One Hour Lessons with your Teacher's Guide

### LEVEL II - JR. HIGH LESSON 3 — Unit 6 The Spousal Meaning of the Body Comprehension Questions & Answers Provided for Catechist

1. How does the body speak a language? Give an example.

- The body speaks a language because the body has the power to speak without words.
- An example is when a person has a smile on their face. You can tell by looking at the person's body that they are happy.

\*\*Catechist Note: This is called body language and language of the body.

2. What message does the language of the body speak just by a human person existing?

- The message the language of the body speaks just by a human person existing is that human life is a gift and human persons are called to make a gift of self, which is showing love.

3. What is the filial meaning of the body?

- The filial meaning of the body is that my life is a gift and I am called to receive that gift.

4. What is the spousal meaning of the body?

- The spousal meaning of the body is that I am called to use my body to be a gift of self to others and to accept the love others show me. (Summary: I am called to give and receive love.)

\*\*Catechist Note: To be a gift of self is to show love.

5. What is the standard God sets for what it means to show spousal love?

- God's relationship with the world shows us that the standard for spousal love is to love totally, faithfully, and fruitfully.
- We see this specifically in Christ, the second person of the Trinity.

\*\*Catechist Note: Christ loved totally by giving his whole body to us on the cross. Christ loved faithfully by continually loving us and not abandoning us even though we are wounded by sin. Christ's love is fruitful because it gives us life, specifically eternal life when we get to heaven.

\*\*Catechist Note: The other standard God sets for spousal love is to love freely. This means we choose to be a gift of self and are not forced to do something for another. Love is only authentic love if it is freely given. This specific standard is not specifically stated in this unit.

6. How are vocations connected to the spousal meaning of the body (giving and receiving love)?

- All human persons are called to recognize the spousal meaning of their body. Vocations are specific ways we are called to live out being a gift of self to others and receiving love from others.

\*\*Catechist Note: The word vocation comes from the Latin word vocare, which means to call.





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**3. ACTIVITY:** Charades (modified)\*: Teacher's Guide page 102 (follow directions except for #2 in directions, \*you are providing the words/ideas instead of the students creating them to save time). Cut out the Charades word list from a copy of the next page. Students can reflect on activity & jot ideas for the 2 discussion questions in #4 of the directions in the Teacher's Guide (still page 102) in their Commonplace Book page 120.

**4. SAINTS & HEROES:** Servant of God Fr. Ragheed Aziz Ganni: Teacher's Guide pg. 104/ Commonplace Book pg. 121 + student reflection on saint. pg. 122 (if time permits).





## LEVEL II - JR. HIGH PARISH RESOURCE

3-One Hour Lessons with your Teacher's Guide

### LEVEL II - JR. HIGH LESSON 3: Unit 6 The Spousal Meaning of the Body Comprehension Questions for Students

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*Name*

1. How does the body speak a language? Give an example.
2. What message does the language of the body speak just by a human person existing?
3. What is the filial meaning of the body?
4. What is the spousal meaning of the body?
5. What is the standard God sets for what it means to show spousal love?
6. How are vocations connected to the spousal meaning of the body (giving and receiving love)?



**brushing your teeth**

**jealous**

**riding a bike**

**mowing the lawn**

**upset**

**eating a banana**

**taking a selfie**

**playing basketball**

**monkey**

**dog**

**reading a book**

**tying your shoe**

**playing soccer**

**swimming**

**receiving the Eucharist**

**bored in class**

**praying**

**driving a car**

**sleeping**

**playing tennis**

**singing**

**eating cereal**

**making pizza**

**riding a skateboard**

**talking on the phone**

**changing a diaper**

**Paris, France**

**typing on computer**

**fishing**

**styling your hair**

**laughing with friends**

**making a cake**

**feeding a baby**

**doing math homework**

**blowing out candles**

**making your bed**