



## Sunday Gospel Background

This Sunday's Gospel includes one of Jesus' most wonderful statements: "Come, and you will see" (1:39). We learn that each person has a calling—a vocation—from God. Whether our vocation is to marriage, priesthood, religious life or single life, we are called to follow Jesus, each in our own way. But like the Apostles, we must spend time with Jesus to learn what he wants from us. Praying to God every day and asking him what he wants of us is the most important thing we can do. Just like Andrew and his friend, we must "come and see."

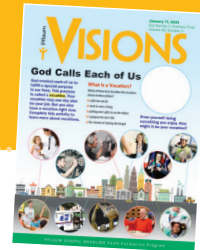
## Share Experiences

Check off the boxes as you complete each part of the lesson.

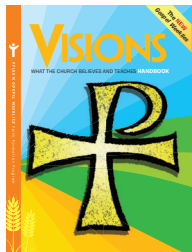
- ☐ **Pray together** Loving God, help us discover our calling and use our lives to serve you and each other. Amen.
- ☐ **Cover Activity • God Calls Each of Us (page 1)** Look at the photos on the cover together. Most of these pictures show professions, but they also show vocations. Have your child look at the list of descriptions of a vocation. Go through each photo together and decide which of the descriptions apply to each vocation. (Further discussion of vocations can be found on page 5.)
- ☐ **Article • A Martyr for Our Time—Rutilio Grande, S.J. (pages 2–4)** The person who first called Archbishop Oscar Romero to stand with the poor and oppressed of El Salvador was his friend and former faculty colleague, Father Rutilio Grande. Rutilio introduced Oscar to Christ suffering in the people of El Salvador just as Andrew introduced his brother Simon Peter to Jesus. In February 2020, Pope Francis formally approved the beatification of Father Grande and his two companions who were murdered with him. Read aloud this story with your child.
- ☐ **Discuss the Talk questions on page 3.** *Answers: 1. From Father Rutilio's preaching of the Gospel, peasants learned their human dignity and that God does not intend their exploitation. 2. "We must do what God asks." Rutilio realized they could be killed and assented. 3. The author, Father O'Malley, tells Rutilio's story as a parallel to Jesus' way of the Cross. To begin, Rutilio eats with his pastoral team, who warn him officials are plotting to kill him. Rutilio accepts his death. Walking with the poor costs Rutilio his life. His funeral raises up the poor, shows them their strength and allies the Church with them.*

## Discover Gospel and Doctrine

- ☐ **Sunday Gospel • Jesus Calls His First Followers (page 4)** Point out that this Gospel has three scenes: 1. John the Baptist points out Jesus to Andrew; 2. Andrew and the other disciple meet Jesus and follow him home; 3. Andrew brings Simon Peter to meet Jesus. Note that, in this Gospel, the men with John the Baptist are identified as *followers*; they are called *disciples* after John the Baptist declares Jesus is the Lamb of God and they decide to follow Jesus.
- ☐ **Discuss the Talk questions on page 4.** *Answers: 1. By being curious about Jesus and following up on that curiosity to learn more. By being brought along by a person who has already found Jesus. 2. Open-ended; John the Baptist's declaration that Jesus is the Lamb of God would have been very persuasive. 3. Open-ended.*
- ☐ **Connecting Gospel and Doctrine • Jesus Calls His Beloved Children (page 4)** Read aloud this summary of how God calls us to holiness in Baptism and through our vocation in life.



- **Discuss the *Talk* questions on page 4.** *Answers: 1. Open-ended; Jesus might call us through our passions and interests or perhaps through the encouragement of mentors, teachers, or coaches. 2. Open-ended; you may want to share a disappointment or mistake from your own life to prompt discussion.*



- **Open** the *What the Church Believes and Teaches* handbook to page 22 and briefly review the section about Baptism. Turn to page 25 and **read** about the Sacraments at the Service of Communion. Stress how those in Holy Orders serve the Church by teaching, leading worship, and guiding. Make certain your child knows the names of the bishop of your diocese, your parish priests, and deacon, if there is one.

Turn to page 26 and **read** about Matrimony.

**Finish** by asking your child to consider how each of these sacraments asks the recipient to live a holy life. What is the vocation of a baptized person, a married person, and a man who receives Holy Orders? You will continue this discussion in the next part of the lesson.

*Once you have completed this section of the lesson, close the handbook and return to Visions page 5.*

- **Our Catholic Faith • Our Vocations Call Us to Live Holy Lives (page 5)** Have your child identify what is happening in each photo and read the caption. Share about people you know who live out their vocation.
- **Catholic Faith Word • Vocation (page 5)** Make it clear that young people don't have to wait until they are adults to have a vocation. Through Baptism, our first vocation is to love.

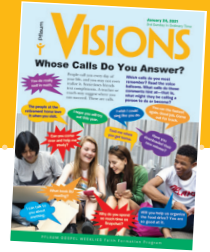
## Live the Gospel

- **Catholic Leaders • All Kinds of Calls (page 6)** Give your child time to read the short biographies and watch the videos on a cellphone, if available. Then ask your child to recommend one or more of the videos/biographies for you to watch or read as well. Watch/read your child's choice and discuss it together.
- **Living the Gospel • You Make the Call (page 7)** Peer pressure is one roadblock that can keep young people from following Jesus in the decisions and actions they make every day. This game will help your child identify how peer pressure influences all of us and how best to handle peer pressure. Instead of forming groups, take turns reading the scenarios with your child and responding. Or, if you are part of a parish community, you might connect with other *Visions* families to share this activity online. Contact your parish faith formation leader to arrange this. Remind your child that this game does not reward unrealistic answers given to satisfy peer pressure. Encourage your child to be honest.
- **Prayer • We Are United in Christ (page 8)** This week, the Church celebrates the Week of Prayer for Christian Unity. Say this prayer together, alternating the spoken parts between you.



## Parent Resources

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## Sunday Gospel Background

Simon Peter, Andrew, James, and John were simple, ordinary fishermen. What made them extraordinary was their willingness to follow Jesus. They answered his call immediately, and they gave their whole lives to spreading the Gospel, the Good News of Jesus. The Gospel is indeed the Good News that Jesus brings. And though we may think of ourselves as rather ordinary, we can do extraordinary things when we agree to follow Jesus with the same speed and enthusiasm as the Apostles.

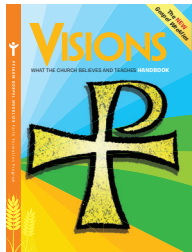
## Share Experiences

Check off the boxes as you complete each part of the lesson.

- ☐ **Pray together** Loving God, thank you for calling us as your own. Help us to listen, respond, and use our gifts to the best of our ability. Amen.
- ☐ **Cover Activity • Whose Calls Do You Answer? (page 1)** Invite your child to look at the words in the voice balloons and think about similar calls your child makes and receives. Have your child write those words anywhere on the cover. Talk about what lifelong calls might grow out of these calls; for example, being good at math could lead to a teaching vocation or work in medicine. Finish by discussing the headline question.
- ☐ **Article • “God Changed My Mind.” (pages 2-3)** Take turns reading the story aloud about Jorge Bergoglio’s early life and how he decided to become a priest.
- ☐ **Discuss the Talk questions on page 3.** *Answers: 1. Open-ended; you might remind your child about Pope Francis’ writings about the environment and refugees. 2. Pope Francis became aware of God calling him during confession. 3. Open-ended; prayer is one of the best ways to hear God. 4. Share a newspaper or give your child time to briefly check a news site. Ask: Do you see anyone who is answering God’s call? 5. Open-ended. Discovering who we are called to be is not usually a one-day thing but a process that takes time.*

## Discover Gospel and Doctrine

- ☐ **Sunday Gospel • Jesus Calls Four Fishermen (page 4)** Use the illustration to set the scene on the shore of Lake Galilee. Discuss what a fisherman’s life involves—mending nets, repairing boats, unloading fish, sorting fish, cleaning fish. Proclaim the Gospel by reading the parts of Jesus and Narrator 1 and 2.
- ☐ **Discuss the Talk questions on page 4.** *Answers: 1. Preaching about Jesus and gathering new followers of Jesus. Your child might mention Father Rutilio Grande from last week’s lesson, or someone from your family, the news, or local experiences. 2. They will leave a settled life and travel from place to place. They won’t always understand Jesus’ teaching or the danger to their lives, which are becoming increasingly public. 3. Open-ended.*
- ☐ **Catholic Faith Word • Gospel (page 4)** Read aloud the definition. *Gospel* means “good news.” **Ask:** How is this week’s reading an example of spreading Good News?
- ☐ **Connecting Gospel and Doctrine • Who Leads in God’s Kingdom? (page 4)** People in Jesus’ time had been waiting for a very different kind of Messiah—a warrior king. Read aloud the doctrine related to this Sunday’s Gospel.
- ☐ **Discuss the Talk questions on page 4.** *Answers: 1. Open-ended. 2. Open-ended; brave, loyal, kind, faithful, etc.*



□ **Open** the *What the Church Believes and Teaches* handbook to page 23. Review in column two the essential signs of Eucharist—the bread and wine and the words of consecration that recall Jesus’ actions at the Last Supper. **Read** aloud the meaning of *transubstantiation*. Recall that in last Sunday’s Gospel, John the Baptist points out Jesus to Andrew. Jesus invites Andrew to come and see him. Andrew stays with Jesus all afternoon and then tells his brother Simon Peter that he has found the Messiah. **Discuss** the following:

- What do you think Andrew and Jesus talked about?
- What would you want to talk with Jesus about if you were in Andrew’s place?
- Why did Simon Peter, Andrew, James, and John follow Jesus quickly?

Finish by turning to page 10 and reading the first three paragraphs together. Review the meaning of the term *Messiah*, and the other names of Jesus.

*Once you have completed this section of the lesson, close the handbook and return to Visions page 5.*

## □ **Our Catholic Faith • The Eucharistic Prayer Joins the Whole Church Together (page 5)**

Ask what the priest in the photo is doing and why his arms are outstretched. *He’s praying the Eucharistic Prayer.* Extending his arms shows he is praying to God and gathering in our prayer. Read the page aloud together. Invite your child to lead the dialogue as **Priest** and say the “Holy, Holy, Holy” together. Invite your child to write a response about the great Amen.

## Live the Gospel

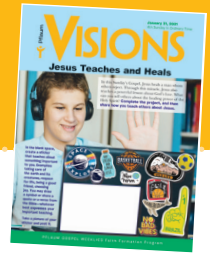
- **Living the Gospel • Who Is Jesus? (pages 6–7)** Explain that the first chapter of Mark’s Gospel presents a day-by-day look at Jesus—who he is and what his ministry is. Read aloud the introductory text on page 6. This makes a good independent activity, but you may need to offer some assistance. **Answers, starting top left, page 6:** *Jesus’ identity: Son of God, my beloved Son, the Holy one of God; Jesus’ religion: Judaism; Jesus’ actions: teacher, powerful, caring healer, one who cures, faithful, compassionate; Jesus’ occupation: preacher, teacher, preacher and healer* **Page 7:** *Jesus’ admires: John the Baptist; Describe: beloved, astonishing, famous, devout, compassionate; Open-ended: People: Simon Peter, Andrew, James, John; Simon’ Peter’s mother-in-law; leper; Seven ways: they follow him, they are amazed by him, she gets up and serves, the town gathers at his door, he tells everyone about Jesus’ healing.*
- **Catholic Leader • Father Patrick Desbois (page 8)** Your child is likely familiar with the Holocaust from social studies classes. Invite your child to read silently this feature about Father Patrick Desbois and *Yahad-In Unum*. Read aloud the two paragraphs about the U.S. Catholic bishops’ stand against racism. Spend some time discussing the three questions as a family.
- **Closing Prayer** Lord God, we lift up our hearts and give thanks to you, especially for all those people who have called us. Bless them and keep them in your peace. Amen.



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## Sunday Gospel Background

In Sunday's Gospel, Jesus shows that he has authority over evil. He heals the man with an unclean spirit in the synagogue at Capernaum through his own power. Jesus brings a new teaching of love and does it with authority. He is a teacher with power, but he uses it to help others and to show God's love. Jesus makes the man whole and calms him, showing him that God loves him. Jesus' authority, passed on to us, is to be used to make a just world, not to lord it over others.

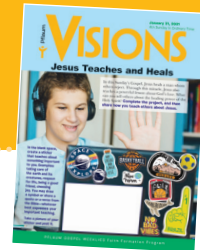
## Share Experiences

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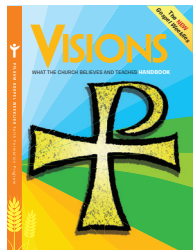
- ☐ **Pray together** Sit comfortably together with your child. Lead a meditation by saying something like this: Close your eyes, breathe in and breathe out slowly—once, twice, three times. Remember what you have seen this week; outside or around the house. What have you seen that is beautiful and free of any cost? Picture it now. *(Pause.)* Open your eyes. Thank you, God, for things and people of beauty, such as: *(Share from your meditation).* Amen.
- ☐ **Cover Activity • Jesus Heals and Teaches (page 1)** In this Sunday's Gospel, Jesus heals a man with an unclean spirit. By healing the man in front of everyone in the synagogue, Jesus also teaches a lesson about who is important to God—the poor, the sick, the outsider. Have your child reflect on the sticker examples and create a personal sticker.
- ☐ **Article • The Women Who Stopped the Buses (pages 2–3)** Explain that while the story of Rosa Parks may be familiar to us, many history books leave out the story of the group of women who made the boycott happen. Read together about the strong women of the Women's Political Council.
- ☐ **Discuss the Talk questions on page 3.** *Answers: 1. Black people by law sat in the back of the bus and gave up their seats and stood if white people needed seats. By the time of the boycott, some resented the humiliation and abuse and refused to comply with the law. 2. They decided on the right moment to boycott, print and distribute flyers, and mobilize members. They waited to start the boycott until they had the unanimous support of Black bus riders. The members of the WPC showed solidarity and strength, the spirit of the boycott. 3. Black people were united in their goal to end discrimination on the buses. 4. Almost all of the themes apply.*

## Discover Gospel and Doctrine

- ☐ **Sunday Gospel • Jesus Teaches With Authority (page 4)** Proclaim the Gospel by sharing the reading. Invite other family members to take reading parts if possible.
- ☐ **Discuss the Talk questions on page 4.** *Answers: 1. Jesus teaches on his own authority, not by citing precedents and traditions. 2. The man may have an addiction or mental illness or flaunt the Commandments. 3. Jesus threatens selfishness, greed, status seeking, violence, and indifference to the poor. 4. Jesus frees the man so he possesses himself again.*
- ☐ **Connecting Gospel and Doctrine • Jesus Continues His Healing Work (page 4)** Read aloud this week's doctrine based on the Sunday Gospel. We are called to welcome everyone, even those people who may embarrass us or make us feel uncomfortable.
- ☐ **Discuss the Talk questions on page 4.** *Answers:* Discuss these questions together. Or, invite your child to write responses in a personal journal. Encourage your child to think of outsiders at school and those you may see in the news. Remind your child that even the smallest gesture (offering a kind smile, for example) can change how an "outsider" might feel.



- **Catholic Faith Word • Sacraments of Healing (page 5)** Point out the definition at the lower-right corner of page 5. Read it aloud to reinforce the Gospel message.



- **Open** the *What the Church Believes and Teaches* handbook to page 24. **Read** aloud the introduction on the Sacraments of Healing. Invite your child to choose one of the two sacraments to read about. Then have your child prepare a short presentation about the reading. (It can be a simple oral presentation. Or, if your child is so inclined, it can be a poster or PowerPoint type of presentation.) Have your child cover the following:

### Reconciliation:

- What are the four actions of the sacrament?
- How do Christians prepare for the sacrament?
- What are the effects?
- What are mortal and venial sins?
- Why does a priest give a penance?

### Anointing of the Sick

- Who may receive this sacrament?
- Who administers the sacrament?
- What are the effects?

**Finish** by asking your child how the sacraments continue the work of Jesus.

*Once you have completed this section of the lesson, close the handbook and return to Visions page 5.*

- **Catholic Faith Word • Galilee: Jesus' Home Territory (page 5)** Read this feature aloud together. Point out the location of Capernaum on the Sea of Galilee. Have your child find the Roman towns on the map, marked with a soldier's helmet. If needed, help your child look up the verses that trace Jesus' travels in the "Where Is Jesus?" sidebar. **Answers:** Capernaum, Galilee, Capernaum, land of the Gerasenes, Bethsaida, Gennesaret, Bethsaida, Caesarea Philippi.

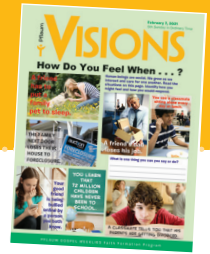
## Live the Gospel

- **Living the Gospel • What's the Spirit of Advertising? (pages 6-7)** Read aloud the activity together. Your child may not see any of the ads as negative, but they overpromise and encourage teens to think of themselves as older, more sexy, and more sophisticated than they are. Social media blurs the lines between commercial messages and unbiased information, so young people may not even realize that they are, indeed, looking at an ad. Talk about the questions and products as a family. Invite everyone to share about current ads and products they've bought.
- **Catholic Leader • Misericordia, Heart of Mercy (page 8)** Look at the photos and captions together before reading the story. Then ask how this ministry continues Jesus' ministry. *It reaches out to people who need help because of their disabilities.*
- **Closing Prayer** For the petitions below, say the following response together: "Lead us not into temptation but deliver us from evil." *From valuing only what money can buy... From standing by when others get teased... From following popular kids who put others down... From making fun of those with little money...* Finish by praying the Lord's Prayer together.



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## Sunday Gospel Background

This Sunday's Gospel shows Jesus healing people throughout Galilee, starting with Simon Peter's mother-in-law. Mark's Gospel shows us a Jesus who is dynamic. He is on the move, going from place to place in order to preach the Gospel message and heal those in need. But Jesus is also centered in prayer. We cannot do the work of God without prayer. Our Father in Heaven and Jesus, our brother, give us the strength, through prayer, to bring healing and peace to others. Even though we cannot physically heal others, we can bring healing to situations. We can imitate Jesus' love and compassion.

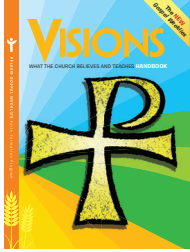
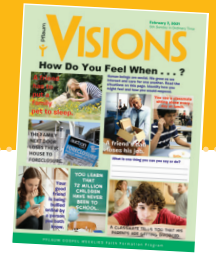
## Share Experiences

Check off the boxes as you complete each part of the lesson.

- ☐ **Pray together** Have your child turn to page 56 in the *What the Church Believes and Teaches* handbook and pray the Prayer of Saint Francis aloud together. Explain that this Sunday's Gospel is all about healing. There are many types of healing, including spiritual and physical, and you will be learning about both in this week's *Visions* lesson.
- ☐ **Cover Activity • How Do You Feel When . . . ? (page 1)** Explain that in Sunday's Gospel, Jesus interacts with sick people in the town where he lives. Explain that, like Jesus, we are social. We can only thrive as individuals by helping care for one another. Read aloud the seven situations. Share your feelings about them and invite your child to do the same. Brainstorm with your child one thing you can say or do in each.
- ☐ **Story • Who Wins? (pages 2-3)** Take turns reading the story aloud together, paragraph by paragraph. Then read all three endings. Discuss whether option A, B, or C seems most realistic.
- ☐ **Discuss the Talk questions on page 3.** *Answers: 1. Nick brings a mean spirit to the game. Caleb can't resist paying back, a negative spirit. 2. The ref kicks Caleb off the ice because he trips Nick with his stick. 3. Your child might feel the Saints won, or that that no one really won because of poor sportsmanship. 4. To his mom: I'm sorry. To his teammates: Thanks, but I wish I hadn't tripped Nick. To his coach: I'm sorry. I'll try to get a handle on my anger. 5. Open-ended; maybe Caleb can speak to Nick and apologize for his part in their feud.*

## Discover Gospel and Doctrine

- ☐ **Sunday Gospel • Jesus Raises Up, Heals, and Frees People (page 4)** Read the various parts of the Gospel drama together. Invite other family members to participate if possible.
- ☐ **Discuss the Talk questions on page 4.** *Answers: 1. Jesus lifts her up. She begins to serve him. 2. People suffer many illnesses and oppressions. Jesus heals them and shows God wants their wholeness. 3. To bring God's kingdom into the midst of the people.*
- ☐ **Connecting Gospel and Doctrine • Jesus Calls Us to Heal (page 7)** Have your child read the feature that summarizes this Sunday's Gospel concept. Ask your child to think of a time this week where there was healing instead of division, and what part your child played. Examples might include choosing not to forward a mean text, forgiving a friend instead of holding onto hurt or anger.
- ☐ **Discuss the Talk questions on page 4.** *Answers: 1. Open-ended; in addition to physical healers, you might also include priests and religious sisters, teachers, and counselors. 2. Together, brainstorm situations that need healing.*



- **Open** the *What the Church Believes and Teaches* handbook to page 41. **Identify** the three different ways of praying. Talk about any of these that you would like to make part of your daily prayer—vocal prayer, meditation, or contemplation—and invite your child to do the same. Then **read** aloud the Pray Always section on page 42. This section stresses how all our loving and learning activities are prayer.

*Once you have completed this section of the lesson, close the handbook and return to Visions page 5.*

- **Catholic Faith Word • Disciple (page 5)** Read the definition aloud. Explain that you're going to learn more about the first woman who answered Jesus' call to discipleship.
- **Our Catholic Faith • Simon Peter's Mother-in-Law Serves Jesus (page 5)** Invite your child to read this feature silently. Give your child an index card or other card stock cut to 2" x 3". Have your child answer the second question on the bottom of page 5 by designing a business card that describes how your child or family serves the community in some way.

## Live the Gospel

- **Living the Gospel • How Do We Resolve Conflict? (pages 6-7)** Adjust this activity for home use by doing it together with your child. Use any kind of game piece you have on hand—even erasers or sticky tabs can work. Read the introduction and directions aloud. Discuss which of the six options on the chart will work for each scenario.
- **With My Family and Friends (page 7)** As always, try to fit this simple prayer, action, and thought question into your week. For example, you can remind your child to say the prayer frequently—it is short enough to be said any time.
- **Closing Prayer • Prayer Starters for Every Day (page 8)** Choose one of the prayer forms to end your session. Encourage your child to try a different kind of prayer each day this week. Explain that the best prayers are those that help us communicate with God. Emphasize that these prayers can happen when we're outside, sitting quietly by ourselves, or practically any time in our daily lives.



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## Sunday Gospel Background

In Jesus' time, lepers had to live apart from the community. According to the law given by Moses, they had to cover their faces and shout "unclean" to warn people who came near. Jesus violates every social norm by touching a leper. He shows, by this action, that no one is outside the love of God. This is the lesson in this Sunday's Gospel. All people are loved by God and deserve our love and respect, even when we don't like them or agree with them. Today's outsiders might be the homeless, the disabled, the poor, the sick, and those we might deem beyond loving. The Gospel assures us they are not.

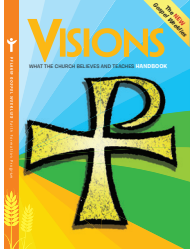
## Share Experiences

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- ☐ **Pray together with the cover activity • Lent Begins on Ash Wednesday (page 1)** Read aloud the introduction and directions on the cover. Encourage your child to think about a Lent commitment to write in the heart shape. Celebrate the prayer service together by sharing the Leader and Reader parts.
- ☐ **Story • RU OK? (pages 2-3)** Ask what the title and photos suggest will happen in the story. Then take turns reading the story aloud together.
- ☐ **Discuss the Talk questions on page 3.** *Answers: 1. Her friends support Tessa until they learn she is moving to the ninth-grade team. Then they are mean and reject Tessa. Sadie and Keiko were jealous of Tessa's move to the ninth-grade team. 2. Tessa making the team and the text messages that followed changed their relationship. 3. Open-ended; your child might encourage friends when they get a low grade or lose a game, or congratulate them when they try or succeed. 4. Tessa can give her friends time. She didn't brag. Maybe they will come around. If they don't, Tessa can try talking with them face-to-face and doing another activity together. She could offer to practice softball with them. Perhaps she will have to make new friends.*

## Discover Gospel and Doctrine

- ☐ **Sunday Gospel • Jesus Heals a Man With Leprosy (page 4)** Make sure that your child understands the severity of leprosy and how lepers were separated physically and socially from the community. Proclaim the Gospel by reading the various parts.
- ☐ **Discuss the Talk questions on page 4.** *Answers: 1. The leper begs. Jesus feels compassion for the man. 2. He is overjoyed that he is no longer an outsider and has his life and family back. 3. Open-ended. Help your child be specific about identifying prejudice against certain people. 4. Open-ended. Plan ways to welcome new kids.*
- ☐ **Catholic Faith Word • Compassion (page 4)** Read the definition aloud to summarize both the story and the Gospel themes. Explain that a lack of compassion is what often causes people to tease, bully, hurt, and exclude others.
- ☐ **Connecting Gospel and Doctrine • Reconciliation Is Mission and Sacrament (page 6)** In both this lesson and last week's, you and your child have explored issues that often require reconciliation and reaching out in acceptance. Read aloud this feature about how the Church continues Jesus' reconciling ministry.
- ☐ **Discuss the Talk questions on page 4.** *Answers: 1. Open-ended; your child does not need to share answers aloud, but you can encourage your child to seek forgiveness. 2. Reconciliation brings us back to a right relationship with God; Eucharist, which means "thanksgiving," celebrates this relationship and our community in Christ.*



- **Open** the *What the Church Believes and Teaches* handbook to page 12. Read aloud paragraph three, which describes the church as the Body of Christ (as it does in this week's *Visions* lesson, page 5). Emphasize that the many become one in Christ. We are the hands and feet of Christ in the world. We are a Holy Communion, a people who work at loving God and neighbor. We show that oneness is possible in the world.

*Once you have completed this section of the lesson, close the handbook and return to Visions page 5.*

## □ **Our Catholic Faith • Holy Communion Calls Us to Become a Holy Community (page 5)**

Researchers tell us that Catholics' favorite parts of Mass are the Our Father, the Sign of Peace, and Holy Communion. All three of these parts of the Mass link us with one another and with Jesus. Read aloud this feature together and give your child time to write responses to the questions.

## Live the Gospel

- **Living the Gospel • What Does "Do Not Lie" Really Mean? (pages 6-8)** Read the opening text aloud. Ask your child to think about what it means to lie. Is boasting, bragging, or flattery lying? Have your child cut out the cards on page 7. To adjust the activity for home use, distribute the cards between you, your child, and any other family members who wish to play. Follow the directions on pages 6-8, disregarding the references to small groups. Simply play together as a family.

Conclude the activity by asking: Is lying ever OK or is honesty always best? How has the game affected what you think lying is?

- **With My Family and Friends (page 6)** Point out the ideas for prayers, thoughts, and actions and encourage your child to try them out.
- **Closing Prayer** Share your Lenten commitments with each other. After each, repeat aloud together: Lord, be with us. Finish with the Sign of the Cross.



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## Sunday Gospel Background

In this Sunday's Gospel, Jesus undergoes temptation. He is driven—not led, but driven—into the desert by the Spirit he just received at his baptism. Jesus encounters the devil's temptations, but also the comfort of his Father's angels. To follow Jesus, we must make Lent a time of growth, a time when we overcome temptation and develop loving habits toward God and one another.

## Share Experiences

Check off the boxes as you complete each part of the lesson.

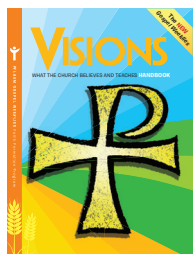
- ☐ **Pray together** Loving God, every year you bring the world back to life in the springtime. Lent is springtime in our hearts. Help us grow in love for you, for all Creation, and for one another. Amen.
- ☐ **Cover Activity • How Will You Live Lent? (page 1)** Read the text at upper left. Invite your child to look over the many ideas in the cross and choose some favorites. Many people associate Lent with giving up things or activities (candy, caffeine, social media). Ask which activities your child might try doing during Lent.
- ☐ **Story • Shards of Clay (pages 2-3)** Invite your child to recall the U.S. bishops' statements regarding racism from the January 24 lesson. Racism, the bishops wrote, is a sin. By extension, prejudice or violence based on ethnicity or religion also is not to be tolerated. With that background in place, have your child look at the two illustrations and the title. **Ask:** What do you think has happened here? Take turns reading the story.
- ☐ **Discuss the Talk questions on page 3.** *Answers: 1. Open-ended; crimes like this are usually motivated by fear, ignorance, or hatred (which often has its roots in fear). 2. Open-ended; encourage your child to imagine both feelings and actions. 3. They fear retribution from the older boys who they think may have committed this crime. Luke likes the Zakaria family; they are his neighbors, and he finds that he can't just walk away. 4. He shows the Zakaria family that he will stand by them and help them, despite the actions of others. Luke offers help and kindness. 5. Open-ended; discuss the reasons why someone stands up against injustice and why we might avoid the situation and remain silent. Ask: What role does one's conscience play in situations like this?*

## Discover Gospel and Doctrine

- ☐ **Sunday Gospel • Jesus Faces a Test in the Desert (page 4)** Proclaim the Gospel by alternating the reading between you and your child.
- ☐ **Discuss the Talk questions on page 4.** *Answers: 1. The Spirit drives Jesus into the desert. Solitude gives him time to reflect on his mission and listen to God. Open-ended; perhaps Satan tempts him not to begin preaching or mocks his message. 2. Jesus preaches, heals, forgives sins, and frees people from evil. His mission is to bring God's kingdom among poor and sick people who think God wants them to suffer. 3. Open-ended; culture values money and status and often leaves poor people behind, which tests whether we will continue Jesus' mission to them.*
- ☐ **Catholic Faith Word • Lent (page 4)** Have your child read the definition aloud. Explain that loving and forgiving are ways we renew our baptismal commitment.
- ☐ **Connecting Gospel and Doctrine • Lent Calls Us to Grow (page 4)** Read aloud the doctrine related to this Sunday's Gospel.



- **Discuss the *Talk* question questions on page 4.** Try not to rush through these questions. You might even save them for later to discuss with other family members. **Answers:** 1. Open-ended; be with supportive friends and family who help you stay on track. Being around people who have destructive habits. 2. Open-ended; prayer and quiet time; screen time and negative social media. 3. Open-ended.



- **Open the *What the Church Believes and Teaches* handbook to page 35.** Read aloud the New Law section, which reviews the Beatitudes and Jesus' law of love, his most basic teachings. **Ask:** How does making a Lenten commitment show love—for God, for others, and for ourselves?

Turn to the *Living the Gospel* activity, (*Visions*, page 6). In the middle of page 6, the "How Do People Recognize a Christian?" activity references three sections in *What the Church Believes and Teaches* that will help your child respond to this question. These include the Ten Commandments, page 49; Works of Mercy, page 51; and Seven Themes of Catholic Social Teaching, page 51. Invite your child to choose one of the three topics above and write some ideas about how a Christian acts in response.

*Once you have completed this section of the lesson, close the handbook and return to Visions page 5.*

- **Our Catholic Faith • God Makes a Rainbow Promise to Noah (page 5)** Have your child silently read this feature and respond to the statements and questions. Talk about your child's responses about the symbolism of the rainbow. Read aloud Sunday's First Reading, Genesis 9:8–15, which recounts how God establishes a covenant with Noah and his descendants.

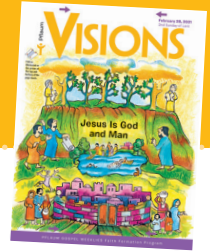
## Live the Gospel

- **Living the Gospel • Can Your Class Be Convicted of Being Christian? (pages 6–7)** Read the introduction on page 6. Although the activity refers to a classroom, you can easily complete it together as a family, substituting "family" for class. As you work on the "How Do People Recognize a Christian?" section, note that items 1–5 come from the Creed. Loving actions provide the best testimony that you are Christians. Help your child recall people who have seen your family's love in action and could testify on your family's behalf. Concrete actions such as the Sign of the Cross or celebrating Eucharist on Sunday also give evidence that you are Christians. If you are the "judge" for this activity, hear and weigh the evidence for your family as a group, rather than as individuals.
- **Activity • About the cover: How Will You Live Lent?** Read aloud page 8 together. Visit the website for each of the organizations and consider ways you might support one of them as a family.
- **Closing Prayer** Turn back to page 7. Ask your child to offer a prayer of petition for one of the witnesses you listed. **Pray:** Loving God, thank you for \_\_\_\_\_. He/she shows me how to live as a Christian. To finish, **pray:** Loving God, thank you for blessing our lives with people who draw us closer to you. Amen.



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## Sunday Gospel Background

The three Apostles are overjoyed but also confused by Jesus' Transfiguration. They do not yet understand that this experience is a precursor to Heaven. Jesus shows us that after his suffering and Death on the Cross, there will be a Resurrection. The Transfiguration is a model for Christian living. Jesus shows us that we grow through the sufferings we encounter in this life and we are transformed by them. After this life, there is an infinitely better life awaiting us if we are faithful. Lent gives us the opportunity to grow ever closer to the person Jesus wants us to be.

## Share Experiences

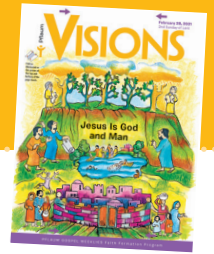
Check off the boxes as you complete each part of the lesson.

- ☐ **Pray together** Talk about something your child wants to see transformed in the world and invite your child to say a prayer of petition, such as: "Creator God, help us find ways to feed hungry people." Respond together, *Loving God, hear our prayer.*
- ☐ **Cover Activity • Jesus Is God and Man (page 1)** Ask your child to describe the cover illustration. *It is the artist's rendition of Jesus' ministry in Galilee. The city of Jerusalem, the site of his Death and Resurrection, is in the foreground. This illustration, when folded as the arrows and illustration indicate, becomes an image of Jesus transfigured, flanked by Elijah and Moses, and witnessed by Simon Peter, James, and John.*
- ☐ **Article • Walking With the People (pages 2–3)** Read the story of Dorothy Stang aloud together.
- ☐ **Discuss the Talk questions on page 3.** *Answers: 1. To serve God as a missionary, teaching, and to share the Good News of their dignity with people in Brazil who are poor and to build communities among the people. She helped the people work for land to farm sustainably and for education. 2. By sharing the Good News, Sister Dorothy taught the peasants about their dignity and their right to a livelihood. Land disputes were often settled with violence and laws were not enforced. 3. The bishop wanted pastoral workers to help the people. Dorothy identified with the people's needs and had the strength for a remote jungle life. 4. Dorothy committed her life to serving the peasants in Brazil. She identified with Jesus giving his life. 5. Open-ended.*

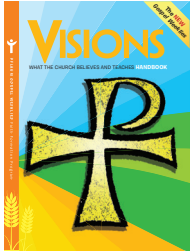
## Discover Gospel and Doctrine

- ☐ **Sunday Gospel • Jesus' Friends Witness His Transfiguration (page 4)** Proclaim the Gospel by taking turns reading the different parts.
- ☐ **Discuss the Talk questions on page 3.** *Answers: 1. God. My beloved Son. 2. The prophet Elijah is known for his great faith and zealous loyalty to God. See 1 Kings 17–19, 21; 2 Kings 1:1–2:18. Your child will probably connect the leader and lawgiver Moses with the Ten Commandments. Jesus' mission builds on the work of Israel's great prophets of the past and they prefigure him. Elijah was always being persecuted for what he stood for; Moses had to call the Israelites back to God. 3. That they saw Jesus transfigured and talking with Elijah and Moses. Revealing and sharing in the life of God.*
- ☐ **Connecting Scripture and Doctrine • Jesus' Divinity Shines in His Humanity (page 4)** Read this feature aloud as a summary of Sunday's Gospel concept. Emphasize the last paragraph: We reveal ourselves by how we act—how we speak to others, how we treat our friends, how we behave on social media.





- **Discuss the Talk questions on page 4.** These open-ended questions are good to discuss as a family. If anyone is having trouble keeping Lenten commitments, remind them that Lent is not over. Change is not quick, nor is it linear. Sometimes we fail, and we have to pick ourselves up and get back on track. Encourage your child to pray regularly and ask for God's help.



- **Open the *What the Church Believes and Teaches* handbook to page 30.** Go to section 3. **What is Virtue?** Read aloud the first paragraph. **Ask:** What habits of doing good do you see in Sister Dorothy? **Read** aloud the second paragraph. **Ask:** How did Sister Dorothy live the Cardinal Virtues? Finally, **read** the third paragraph aloud. **Note** how Sister Dorothy lived her faith in Jesus, her trust in God, and her love for the people of her grassroots communities.

*Once you have completed this section of the lesson, close the handbook and return to Visions page 4.*

- **Catholic Faith Word • Transfiguration (page 4)** Read the definition aloud to reinforce the Sunday Gospel and doctrine.
- **Our Catholic Faith • God's Promise Transfigures Abraham's Future (page 5)** Read the article, find the cities on the map, and give your child time to list qualities of believers that the story shows. **Possible answers:** faith in God; recognizing God did not want the gift of human life returned through human sacrifice but through spiritual acts such as obedience and faith.

## Live the Gospel

- **Living the Gospel • Bullies: Changing the Climate (pages 6-7)** Look over this graphic activity with your child. Start with *The Usual Suspects*. Instead of acting out a scenario, your child might wish to write a story or play, create a comic, or simply imagine and dictate a scenario to you. Have your child follow the coloring directions.

Look together at *Strength in Numbers*. Discuss the examples. Rate the bullying factor for each from 1 to 10. Use the *Bullies in Action* map and follow the directions to mark where bullies operate. Discuss the *Bullyometer* and ways to change the climate one by one. Encourage your child to complete and read aloud the *Anti-Bully Pledge*.

- **Puzzle • Mark's Gospel in Review (page 8)** Read aloud the text in the left column. Have your child work independently to complete the pyramid puzzle. **Answers:** 1. *M*, 2. *We*, 3. *God*; 4. *nets*, 5. *teach*, 6. *second*, 7. *unclean*, 8. *disciple*, 9. *Capernaum*, 10. *compassion*. Then answer the question: What does Mark believe about Jesus? *He is the Messiah*.
- **Closing Prayer** Talking about bullying may bring up painful emotions. Statistics report that 160,000 teenagers skip school every day in the United States because of bullying, and it affects every young person in some way. Ask your child to think of someone they know who has been bullied and to offer a silent prayer. After a few moments, **pray together:** *Loving God, we look to you for comfort when we are excluded, frightened, or hurt. Give us strength to stand up for those who need our kindness and friendship. Amen.*



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## Sunday Gospel Background

Jesus does not expel the merchants because they are selling things. There was need to buy the animals to sacrifice. Jesus expelled the merchants because they had forgotten the purpose of the Temple—that is, to worship God. Jesus reminds us that, as important as our churches are as places of prayer, we ourselves are the real temple. We must always use our bodies, minds, and souls to give praise to God. The forty days of Lent are an excellent opportunity to cleanse our temples—ourselves—of anything that does not come from God.

## Share Experiences

Check off the boxes as you complete each part of the lesson.

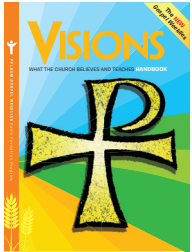
- ☐ **Pray together** Take some time for this breathing prayer. Sit together comfortably. Together, close your eyes and concentrate on your breathing—breathing in space for God and exhaling worry. Say a brief prayer such as, *Loving God, clear our minds and hearts of anything that prevents us from being close to you. Amen.*
- ☐ **Cover Activity • How Do We Live the Ten Commandments? (page 1)** Read aloud the title and directions, upper left. Help with the activity as needed. You can also refer to pages 32–34 in the *What the Church Believes and Teaches* handbook. **Answers:** 1. H; 2. G; 3. A; 4. J; 5. E; 6. C; 7. D; 8. I; 9. F; 10. B.
- ☐ **Story • Dividing the Property (pages 2-3)** Have your child speculate about what the photo and title suggest the story is about. Then read the story aloud together.
- ☐ **Discuss the Talk questions on page 3.** **Answers:** 1. *Splitting up Sherlock and Holmes makes the reality of the divorce hit Tyler. His anger turns to tears and upset. Tyler feels that Sherlock and Holmes should stay together, even if his parents live in separate houses.* 2. *Tyler's parents think he is okay with the divorce, because of his "smiling silence." Tyler's anger leads to his parents talking more with him.* 3. *Continue to talk about changes in their family and Tyler's feelings. He may be OK with the divorce sometimes, upset at other times. Spend time with Tyler. Show Tyler love and respect by including him in discussions that affect him.*

## Discover Gospel and Doctrine

- ☐ **Sunday Gospel • Jesus Cleanses the Temple (page 4)** Proclaim the Gospel together by taking the parts of Narrator, Sheep Seller, Money Changer, Merchant, Second Merchant, and Jesus.
- ☐ **Discuss the Talk questions on page 4.** **Answers:** 1. *Lambs and doves were used for sacrifice; however, the business of buying and selling them obscures the purpose of the Temple—prayer and praise of God.* 2. *Jesus is extremely angry that the money changers and merchants show little respect for his Father's house.* 3. *Open-ended.* 4. *The Gospel refers to Psalm 69:10, in which the psalmist declares a passionate commitment to God. Jesus wants the Temple kept sacred for prayer. He shows his total commitment to God through his actions and words in the courtyard.* 5. *Jesus is talking about his own body, his death and Resurrection.* 6. *We Christians are!*
- ☐ **Connecting Gospel and Doctrine • Jesus' Power Is Love (page 4)** Ask your child if it feels strange to see Jesus become angry. Sometimes we may forget that Jesus was a human being and had real emotions. Read aloud the doctrine related to this Sunday's Gospel.



- **Discuss the Talk questions on page 4.** *Answers: 1. Open-ended; this is an important discussion to have. We see numerous examples every day of Tweets, posts, and emails sent in haste—and in anger. It's impossible to pull back angry words on social media, but we can learn from these mistakes. We can also resist forwarding posts in anger. 2. Open-ended; showing kindness at school, volunteering at church or in the community.*



- **Open the *What the Church Believes and Teaches* handbook to page 32.** Briefly review the Ten Commandments on pages 32–34. **Ask** your child to consider if anything is missing and what an Eleventh commandment might be. There is no right or wrong answer to this. Turn to page 38 and have your child take the “Name That Commandment” quiz. Or, form two teams—you and your child—and ask the questions as a Commandment trivia challenge! **Commandment Answers: 1. Second; 2. Fifth; 3. Tenth; 4. Eighth; 5. Third; 6. Ninth; 7. Seventh; 8. Sixth; 9. First; 10. Fourth.**

*Once you have completed this section of the lesson, close the handbook and return to Visions page 5.*

- **Catholic Faith Word • Ten Commandments (page 5)** Read this summary of Israel’s moral law to introduce the *Our Catholic Faith* feature.
- **Our Catholic Faith • The Ten Commandments Make the Israelites God’s People (page 5)** Explain that both the covenant of the Ten Commandments and the Temple are signs of God’s loving presence with Israel; Jesus is the new temple and new sign of God’s loving presence with us and in us. Have your child read this feature aloud and respond to the two questions.

## Live the Gospel

- **Living the Gospel • How Do We Handle Feeling Angry? (pages 6–7)** The activities on these pages can help your child explore ways to deal with anger. Read the first section on page 6 together. Discuss and question as you go. Have your child complete the checklist and questions in the green box (right column).  
Then read the two stories on page 7 and answer the questions. Encourage your child to be creative and realistic with solutions.
- **Attitudes • Which of the Ten Commandments is the most challenging one to keep? (page 8)** Invite your child to respond to the *Attitudes* question and compare answers with peers’ responses on the page.
- **Closing Prayer** Take time for another meditation. Close your eyes, and invite your child to do the same. Ask your child to focus on a problem or concern.

After twenty seconds of silence, **pray aloud:** Wise and loving God, you know all that worries and angers us. Help us remember you are always with us. *Now focus on what makes you grateful and invite your child to do the same. (Pause for twenty seconds).* Creator God, you hear our gratitude. We have life from you and we give you thanks. Amen.



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