

**Teaching Activities Manual for**

# **Break Through!**

The **Bible** for **Young Catholics**

An **Introduction**  
to **People of Faith**

Rick Keller-Scholz and Jeannie Pomanowski with Therese Brown,  
Christine Schmertz Navarro, Ann Nunes, and Chris Wardwell

Saint Mary's Press®

# DEDICATION

This project is dedicated to all of the faith-filled women and men across North America who work with young adolescents in Catholic grade schools and parishes. Thank you.



Genuine recycled paper with 10% post-consumer waste. 5109700

The publishing team included Christine Schmertz Navarro, development editor; Lorraine Kilmartin, reviewer; Mary Koehler, permissions editor; prepress and manufacturing coordinated by the prepublication and production services departments of Saint Mary's Press.

Copyright © 2006 by Saint Mary's Press, Christian Brothers Publications, 702 Terrace Heights, Winona, MN 55987-1318, [www.smp.org](http://www.smp.org). All rights reserved. No part of this book may be reproduced by any means without the written permission of the publisher.

Printed in the United States of America

Printing: 9 8 7 6 5 4 3 2 1

Year: 2014 13 12 11 10 09 08 07 06

ISBN-13: 978-0-88489-908-2

ISBN-10: 0-88489-908-X

## About our Principal Authors

**Rick Keller-Scholz** has spent the last twenty years teaching at Bellarmine Preparatory School in Tacoma, WA, and the last ten years as a volunteer junior high parish minister. Rick also teaches in the Archdiocese of Seattle Catechetical Certification Program.

Rick has been awarded “Catechist of the Year” from the Seattle Archdiocese and the Elizabeth Ann Kelley Teacher of the Year award from Bellarmine. He is a contributing author to *Pride in Our Past/Faith in Our Future: Catholic Northwest History Curriculum* (Archives of the Archdiocese of Seattle and the Catholic School’s Department. Seattle: Archdiocese of Seattle, 1999), and to the *Teaching Activities Manual for “The Catholic Youth Bible®”* from Saint Mary’s Press.

Rick and his wife, Nancy, live in Tacoma and have three children.

**Jeannie Pomanowski** has been teaching in Catholic schools for many years and has been teaching middle school religion for the last six years at Saint Leo the Great School in Lincroft, NJ. In 1999, the Diocese of Trenton awarded Jeannie the “Catholic Educator of the Year” award.

Jeannie is also a songwriter, singer, and recording artist of Christian pop and rock music and has released two albums, *Faith with an Attitude* and *Prayer Warrior*, both published by Be Attitude Music, BMI. Jeannie performs around the country and has shared her skill at the 2001, 2003, and 2005 National Catholic Youth Conference, in addition to other gatherings.

## About our Contributing Authors

**Therese Brown** has nine years of experience with middle and high school students as a volunteer catechist and youth minister. As associate director for the National Federation for Catholic Youth Ministry, she managed the National Catholic Youth Conference, the largest regular gathering of Catholic young people in the United States. She also advocated for the needs of young people in the areas of liturgy, music, and vocations.

She has written two books, *Catechetical Sessions on Liturgy and the Sacraments* (Saint Mary’s Press) and *Graced Moments: Prayer Services for the Lives of Teens*, volumes I and II, (World Library Publications), as well as sessions for *Youth Ministry Access*, a weekly online resource from the Center for Ministry Development. Therese currently holds the position of senior marketing specialist in publishing at the United States Conference of Catholic Bishops in Washington, DC.

**Christine Schmertz Navarro** is a senior editor at Saint Mary's Press, having taught several years in high schools and spent volunteer time with young adolescents. She is the principal author of the *Teaching Activities Manual for "THE CATHOLIC YOUTH BIBLE,"* coauthor of the *Teaching Manual for "Living Justice and Peace: Catholic Social Teaching in Action,"* and editor of several other books, all published by Saint Mary's Press.

Christine and her husband, Rudy, live in Tacoma, WA, and have an eight-year-old daughter.

**Ann Nunes** teaches middle school religion at the Convent of the Sacred Heart Elementary School in San Francisco. She taught parish religious education for many years and completed a master's degree in theological studies at the Franciscan School of Theology in Berkeley, CA. Her thesis addressed adolescent moral formation.

Ann has two grown children and lives in Concord, CA.

**Chris Wardwell** teaches theology at Saint Thomas High School in Houston, TX, his alma mater. He has twelve years of experience in youth ministry, parish religious education, and Catholic schools. He has an MA in pastoral ministries from Saint Mary's University of Minnesota and received honors for his research paper on adolescent male spirituality.

Chris and his wife, Christine, have an eight-year-old son.

# TABLE OF CONTENTS

|                                    |             |
|------------------------------------|-------------|
| <b>Introduction</b> . . . . .      | <b>.9</b>   |
| <b>Adam and Eve</b> . . . . .      | <b>.17</b>  |
| <b>Abraham</b> . . . . .           | <b>.24</b>  |
| <b>Sarah</b> . . . . .             | <b>.32</b>  |
| <b>Isaac</b> . . . . .             | <b>.41</b>  |
| <b>Jacob</b> . . . . .             | <b>.48</b>  |
| <b>Leah and Rachel</b> . . . . .   | <b>.55</b>  |
| <b>Joseph</b> . . . . .            | <b>.62</b>  |
| <b>Moses</b> . . . . .             | <b>.68</b>  |
| <b>Aaron</b> . . . . .             | <b>.76</b>  |
| <b>Miriam</b> . . . . .            | <b>.81</b>  |
| <b>Joshua</b> . . . . .            | <b>.85</b>  |
| <b>Deborah</b> . . . . .           | <b>.91</b>  |
| <b>Gideon</b> . . . . .            | <b>.96</b>  |
| <b>Samson</b> . . . . .            | <b>.101</b> |
| <b>Ruth</b> . . . . .              | <b>.106</b> |
| <b>Samuel</b> . . . . .            | <b>.113</b> |
| <b>Saul</b> . . . . .              | <b>.120</b> |
| <b>David</b> . . . . .             | <b>.126</b> |
| <b>Solomon</b> . . . . .           | <b>.134</b> |
| <b>Elijah</b> . . . . .            | <b>.140</b> |
| <b>Elisha</b> . . . . .            | <b>.146</b> |
| <b>Hezekiah</b> . . . . .          | <b>.151</b> |
| <b>Josiah</b> . . . . .            | <b>.157</b> |
| <b>Ezra and Nehemiah</b> . . . . . | <b>.163</b> |
| <b>Judith</b> . . . . .            | <b>.167</b> |
| <b>Esther</b> . . . . .            | <b>.173</b> |
| <b>The Maccabees</b> . . . . .     | <b>.179</b> |
| <b>Job</b> . . . . .               | <b>.184</b> |

|                                       |            |
|---------------------------------------|------------|
| <b>Lady Wisdom</b> . . . . .          | <b>193</b> |
| <b>Isaiah</b> . . . . .               | <b>200</b> |
| <b>Jeremiah</b> . . . . .             | <b>207</b> |
| <b>Ezekiel</b> . . . . .              | <b>213</b> |
| <b>Hosea</b> . . . . .                | <b>217</b> |
| <b>Amos</b> . . . . .                 | <b>223</b> |
| <b>Mary of Nazareth</b> . . . . .     | <b>227</b> |
| <b>John the Baptist</b> . . . . .     | <b>237</b> |
| <b>Peter</b> . . . . .                | <b>244</b> |
| <b>Mary Magdalene</b> . . . . .       | <b>251</b> |
| <b>Mary and Martha</b> . . . . .      | <b>258</b> |
| <b>James</b> . . . . .                | <b>263</b> |
| <b>John</b> . . . . .                 | <b>267</b> |
| <b>Thomas</b> . . . . .               | <b>272</b> |
| <b>Matthew</b> . . . . .              | <b>277</b> |
| <b>Judas Iscariot</b> . . . . .       | <b>283</b> |
| <b>Paul</b> . . . . .                 | <b>288</b> |
| <b>Barnabas</b> . . . . .             | <b>300</b> |
| <b>Timothy</b> . . . . .              | <b>305</b> |
| <b>Priscilla and Aquila</b> . . . . . | <b>310</b> |

## **APPENDICES**

|   |            |
|---|------------|
| <b>Appendix 1: Additional Resources</b> . . . . .                                     | <b>316</b> |
| <b>Appendix 2: Tools for Teaching</b> . . . . .                                       | <b>323</b> |
| <b>Appendix 3: Answer Key for<br/><i>Breakthrough!</i> Workbook Puzzles</b> . . . . . | <b>329</b> |
| <b>Appendix 4: Index of Activities by Topic</b> . . . . .                             | <b>342</b> |
| <b>Acknowledgments</b> . . . . .  | <b>360</b> |

# INTRODUCTION

## GETTING TO KNOW *BREAKTHROUGH!* *THE BIBLE FOR YOUNG CATHOLICS,* ITS TEACHING MANUAL, AND ITS STUDENT WORKBOOK

Thank you for picking up this exciting new Bible and its teaching activities manual! All three resources—the Bible, the teaching manual, and the student workbook—work together to familiarize the younger adolescent with the people of salvation history and to see themselves as a vital part of the Church’s history.

The Bible, the teaching manual, and the student workbook do not depend on one another—they are interdependent and the use of each strengthens the positive characteristics of the other. (The teaching manual and the student workbook do require the use of a Bible, however, even if it is not *Breakthrough!*)

### The *Breakthrough!* Trio

*Breakthrough!* is a Bible with two companions: one for the student reader and the second for the teacher’s use in guiding young people who are studying it.

#### The Bible

*Breakthrough! The Bible for Young Catholics* will be your strongest resource for introducing young adolescents to the Scriptures. Every element of this Bible was carefully chosen or created to appeal to young people who are ten to thirteen years old. This starts with the choice of using the Catholic Edition of the *Good News Translation* for the Bible text. The *Good News Translation* was created with a vocabulary and reading level appropriate to the younger student. If you have been using translations with a more advanced reading level, you will notice an immediate difference in your student’s ability to read and understand the Bible text.

Additionally, *Breakthrough!* provides many other tools to help young people feel more comfortable and familiar with the Bible. Forty illustrated color inserts feature “interviews” with the biblical characters. These character interviews quickly identify the important events in the biblical character’s story and the role this person played

in salvation history. A four-page salvation history time line at the beginning of the Bible shows how these biblical characters fit into God's big picture of salvation history.

Another key feature is the inclusion of Pray It! Study It! Live It! and Catholic Connection articles. These articles appear alongside the biblical text in forty biblical books. The forty books were chosen to provide the best overview of salvation history and a representative sampling of the different types of books found in the Bible. For these forty books, the articles provide a commentary to help young readers better understand and apply the biblical message to their life. Pray It! articles give the young reader ideas about applying the spirituality of the Bible. Study It! articles give them background so that they better understand the context of the passages they are reading. Live It! articles challenge the young people to live biblical values and teachings. Catholic Connection articles show where important Catholic teachings are found in the Scriptures.

These are some of the other features you will find in *Breakthrough!*:

- a complete list of the Sunday readings
- lists to help find important Bible stories, prayers, and teachings
- a word list with definitions of over 180 important Bible words
- nine color maps

## The Teaching Manual

Although the Bible and workbook are for the young people, the *Teaching Activities Manual for "Breakthrough! The Bible for Young Catholics"* is for you! Six professionals from around the United States coauthored this manual to help Catholic middle school teachers, parish catechists, and youth ministers explore the Bible with young people.

This teaching manual gives suggestions about ways you can introduce and explore key figures in salvation history. Studying the Bible by learning the stories of its main figures interests young adolescents because they are very curious about people—their friends, their families, people they meet. People are endlessly fascinating. This holds true for Bible people as well.

Depending on their level of biblical literacy, your students will be continuing or beginning a life journey with figures from the Old and New Testaments who will inspire, challenge, and puzzle them, yet ultimately be very important in their own spiritual lives. Given the significance of these biblical people for all Catholics, it is important to talk about them with young adolescents. As they grow older, they will encounter the familiar stories anew, bringing to the stories the issues and questions that are first and foremost on their minds and hearts at that time. While few of the biblical characters that the students will encounter are their own age, their stories provide many



opportunities for the young people to make connections to their own life experiences.

## **The Workbook**

It seemed especially appropriate for the age group to provide some puzzles and worksheets to assist them in reading and reflecting on the Bible. After covering the “ABCs of Biblical Literacy,” the book goes on to provide a puzzle, some background, suggested readings, suggested articles, and reflection questions for the same biblical people who are covered in the teaching manual. The workbook provides independent study opportunities for the student that can complement the work that the teacher or catechist does in the classroom. It will also be helpful for parents who are homeschooling to use in conjunction with the Bible. We envision that some parents may want their child to have a copy of *Breakthrough!* and will see the book’s potential to provide some guidance to the young reader.

The puzzle about each character requires a familiarity with the character’s story. Most young people will need to read or reread the passages about the figure. Up to six Scripture passages are provided per character. The article references can also help the young person get to know the person. The background in the workbook shows the reader where each biblical character “fits” in salvation history. Finally, the reflection questions invite the young person to consider how this biblical person’s story sheds light on her or his own spiritual journey and life experience.

Because the teaching manual encourages mastery of the story before reflection on the character, you can use the puzzle as a diagnostic or check of understanding after doing the “Getting to Know the Story” activity and to connect the reflection questions to the “Getting to Know the Person” activities.

Even if you do not choose to purchase books for all your students, you may find it appropriate for students who have a weaker background in the Scriptures or who need to spend more time with the Bible to understand the stories.

## **About the Term “Young Adolescent”**

You will notice that the *Breakthrough!* materials use the term *young adolescent* throughout. This term describes young people of the ages that would normally put them in grades five through eight. We intentionally use a term that describes their age rather than their status in school, which is what happens when we use “junior high” or “middle school.” We all know that depending on what part of the country, state, or county you find yourself, even these terms are fluid!

We also use the terms *young people* and *student* to refer to this same group. Even though some activities may lend themselves more readily to the classroom of a Catholic grade school, all the authors wrote with both school and parish needs in mind.

## Looking More Closely at This Teaching Manual

This teaching manual has many features that will help you in your ministry with young adolescents. Though the Bible itself is not a “curriculum” nor does the teaching manual provide a comprehensive curriculum for biblical study, you will find that this manual will supplement the curriculum that you are currently using.

After this introduction, the text of this book consists of forty-nine chapters covering biblical characters from the Old and New Testaments as well as four appendices. You can use these chapters in order or pick and choose as you need. In addition to inviting students to learn the stories of the people in the Bible, the material in the chapter enables you to make connections between your young people and the biblical characters. The greatest hope of this manual is that these young men and women will get to know Sarah, Samson, Isaiah, and Matthew as people—people who were chosen to play a special role in the development of our faith tradition, people through whom God spoke, people whom God called, and people who sometimes responded more completely than at other times to their own vocations. If our young people can come to see the connections between their own lives today and the lives of these biblical figures, they have a much greater chance of being able to recognize and meet God in ways that these characters do.

The next sections will explain the rationale behind the different parts of these chapters.

### Preparing to Teach

Each chapter begins with a section called “Preparing to Teach.” There is quite a bit of “raw material” in the first half of the chapter, such as Scripture citations, lists of *Breakthrough!* articles, connections between biblical figures and young people, and Bible quotes about God’s presence. These tools are present to make it easier for you to reflect about your own students and their needs and questions and then to move quickly into a lesson or session plan that will bring the Bible and its people alive for your young people.

Instead of going through chapters sequentially, we hope that you will make the decisions about what and how to teach based on a combination of factors such as what materials you have and what you think your own students need. The following parts of the chapter should help you tailor your teaching to the needs of your students.

### Overview

The overview consists of several paragraphs that introduce the biblical character and highlights ways that this biblical character *uniquely* connects with young adolescents. While several of the judges are skilled in battle, for example, the story of Gideon shows how God helps the people of Israel resist the bullying nature of their enemies. While the prophets share similar messages, it is Ezekiel who may appeal to more young people because his messages are so image-heavy and fantastic, more like the media the young people know.

### This Chapter at a Glance

This short section gives you the names of the activities that are in the second half of the chapter. You will see here that each chapter provides at least one activity that helps the young people learn the story of the biblical character and one that helps them probe more deeply into the character's personality.

### Scripture Passages Related to the Biblical Character

This section lists no more than twelve key passages about the character under study. Asterisks identify those that are most important to read. This section should make it easier for you to find relevant stories and to assign reading to your group.

### Articles from *Breakthrough!* Related to the Biblical Character

This section lists up to twelve articles from *Breakthrough!* that are relevant to your study. The first article is almost always a reference to the interview with the character that can be found in the Bible. The Bible also features Pray It, Study It, Live It articles so that the students can learn more about aspects of the Bible, develop their prayer life, and hear challenges to live differently. These three types of articles as well as the Catholic Connections can be springboards for conversation with your students. When you see the *Breakthrough!* icon in the margin, you will know that you will be directed to an aspect of *Breakthrough! The Bible for Young Catholics*.

The logo for 'Breakthrough!' features the word 'Break' in a light blue, sans-serif font above the word 'Through!' in a bold, black, sans-serif font. A small blue exclamation point is positioned at the end of 'Through!'.

### **The Biblical Character and Young Adolescents Today**

This section suggests several connections between the biblical character and the young people with whom you are working. There may be more connections in a chapter than you can cover with your students. This section invites you to discern how you think God may want to speak through this biblical character to your specific group of young people today. Perhaps one or two of the connections will intuitively or obviously seem more suitable for your group now. But next year, with another group, another two may emerge as important.

### **Highlighting God's Presence**

In this section, the authors have picked biblical quotes that describe God's action in the stories being studied about a specific person. It is our hope that students will begin to listen for and look for God in the same types of ways that God reveals himself in the Bible. While a biblical character's story is interesting in and of itself, ultimately the Scriptures bring us to God. By presenting the passages in the manual, the hope is that you will have an additional resource to bring your students to a new awareness of God.

### **Activities**

The second half of each chapter is devoted to class or session activities. The activities section provides between one and six activities for you to choose from as you explore a biblical character with the young people. You will notice that the authors of this manual believe that it is possible to learn about the Scriptures and find God in them, while having an enjoyable, meaningful, and creative time as well!

There are two types of activities in each chapter.

- **Getting to Know the Story of the Biblical Character.** This activity exposes the young people to the *story* of the person featured in the chapter either by inviting the young people to read the Scripture passages themselves or by sharing this task with their peers.
- **Getting to Know the Biblical Character.** This type of activity presumes that the students know the character's story. The activities explore *who the biblical character is* and makes connections between his or her relationship with God and the young people's own life experience. These activities are more reflective and invite group discussion.

## The Appendices: Making It Easier for You

This manual has four appendices.

### Appendix 1: Additional Resources

This appendix lists other resources that could provide background for you or that could lead you to other materials for sharing the Scriptures with the students. This appendix also provides you with music and video ideas and directs you to the Saint Mary's Press Web site for links that may be helpful for your own background or for your direct work with the students.

### Appendix 2: Tools for Teaching

This appendix contains some of the best and most creative activities that our authors wrote for this manual. These activities can be used with different biblical people. Look in this appendix if the recommended activity does not seem appropriate for your group or if you have had success with one of the approaches before!

### Appendix 3: Answer Key for *Breakthrough!* Workbook Puzzles

This appendix contains the answers for the puzzles that appear in the *Student Activity Workbook for "Breakthrough! The Bible for Young Catholics."* This appendix does not directly connect with any materials in this teaching manual. You may choose to use this workbook to give your students additional opportunities to learn about biblical figures and their stories. This workbook is available from Saint Mary's Press, [www.smp.org](http://www.smp.org).

### Appendix 4: Index of Activities by Topic

Because this manual focuses on bringing the Scriptures and the lives of students together, many topics are covered in the book that relate to their everyday lives, such as families, friendships, self-esteem, and so on. The activities are gathered and sorted under headings. In addition, activities that talk about different Catholic sacraments, feast days, or themes are also listed accordingly.

## Journeying with the Young People

The authors of this manual wrote the activities here with the faces of young people in mind whom they have known and loved over the

## Introduction

years. Some aspects of the manual will work for your group while others may not. This manual is an invitation to trust your own ability to discern the needs of your group of young people. The activities in the manual are strong because the authors did just this in the classroom and during parish gatherings.

May God give you the grace to see the everyday opportunities to teach young people about the Scriptures and the people of salvation history.

# ADAM AND EVE

## Preparing to Teach

### Overview

Reading the story of Adam and Eve is a wonderful way for the students to examine how sin affects our relationships with God and other people. Young adolescents are very conscious of their connections to others and painfully aware when relationships are broken. When we follow God's will, we become closer to him and one another, but when we sin, we separate ourselves from God and those we love. God continues his relationship with Adam and Eve after their sin, which is reassuring when students feel that they have done something wrong.

The Adam and Eve story also offers young people an opportunity to examine the place of rules in their lives and to emphasize the importance of listening to God. On the verge of greater independence, students struggle with temptation which often clothes itself as the suggestion to resist limits set by parents or school. Adam and Eve's story suggests that limits exist for our well-being.

A good way to prepare for the study of Adam and Eve is by reading the article "Uncovering the Truth" (Genesis 2:5-25) in *Breakthrough!* The Catholic understanding of the Scriptures sometimes conflicts with the literal interpretations of some other Christian denominations, especially in regard to the Creation stories. Catholics see them as symbolic stories that convey spiritual and moral truths. Knowing that this story falls into this literary genre allows us to see Adam and Eve as our predecessors who enjoyed the relationship with God before sin entered the world.

### THIS CHAPTER AT A GLANCE

#### Getting to Know the Story of Adam and Eve

- Who Is Guilty?

#### Getting to Know Adam and Eve

- Hiding Who We Are
- Who Hates Rules?

### Scripture Passages Related to Adam and Eve

- Genesis 2:4-17 (God creates a man and a place for him to live)\*
- Genesis 2:18-20 (God creates the animals)\*
- Genesis 2:21-25 (God creates a woman)\*
- Genesis 3:1-6 (Adam and Eve eat the forbidden fruit)\*
- Genesis 3:7-13 (Adam and Eve hide from God)\*
- Genesis 3:14-24 (God punishes and banishes Adam and Eve)\*
- Genesis 4:1-2 (Adam and Eve have two sons, Cain and Abel)
- Genesis 4:25 (Adam and Eve have another son, Seth)
- Genesis 5:1-32 (Adam's other descendants)

Asterisk (\*) signifies key passages to cover.

*Break  
Through!*

### Articles from *Breakthrough!* Related to Adam and Eve

- *Breakthrough!* Interview with Adam and Eve
- Uncovering the Truth (Genesis 2:5-25)
- Original Sin (Genesis 3:1-24)

### Adam and Eve and Young Adolescents Today

- Companionship is extremely important to young adolescents. God desires the companionship of human beings because he created them to walk and talk with him.
- God banished Adam and Eve from the Garden of Eden. For adolescents, companionship is so important that being left out is a difficult and feared experience.
- Young adolescents often struggle with the restrictions placed on them, as did Adam and Eve. As they struggle toward independence and responsibility, they still need rules and guidelines to assist them.
- The serpent is the master of temptation. Adam and Eve's relationship with the serpent is a wonderful model for the perils of peer pressure.
- Like Adam and Eve who try to hide from God, young adolescents often attempt to cover up their wrongdoings instead of accepting responsibility. Like Adam, they often look for someone else to whom they can point and say, "He made me do it!"
- Women's equality is still an issue in our society, and young adolescents are aware of this. In the past, this story has been used to justify the inferior status of women, so it becomes especially important to counter this misguided notion.



## Highlighting God's Presence

Then the LORD God took some soil from the ground and formed a man out of it; he breathed life-giving breath into his nostrils and the man began to live (Genesis 2:7).

That evening they heard the LORD God walking in the garden (Genesis 3:8).

## Getting to Know the Story of Adam and Eve

### Who Is Guilty?

In this activity, students hold a trial in which the prosecutor accuses the characters in the Genesis story of bringing about the fall of humanity.

#### Preparation

Provide students with a pen and some paper.

Provide students with bibles.

1. Read Genesis, chapters 2 and 3, aloud. Explain that the objective of this activity will be to come to a verdict, trial-style, regarding who is to blame for the fall of humanity.

2. Make sure that everyone is familiar with the roles that different people play in the court. Pick one student to be the prosecutor and divide the rest of the class into four groups named “The Serpent,” “Adam,” “Eve,” and “The Jury.”

3. Tell the students to read carefully Genesis 2 and 3. Tell the first three groups to research Genesis 2 and 3 and come up with a defense for their character. (Each defendant should also try to suggest to the jury that another character is the guilty party.) The jury and prosecutor review the “evidence” in Genesis 2 and 3.

4. Take a moment to direct the students to avoid offensive sexist remarks. Because this passage has been used to oppress women, it is important that they not misrepresent this message of the story. Emphasize the need to respect all of God's creation.

5. Instruct each group to choose one person to represent them and act as its character. The prosecutor will call the representatives and give them an opportunity to tell their side of the story. The

prosecutor will then have a brief opportunity to cross-examine them. Repeat the process with the next two witnesses. The fourth group, the jury, will listen to each testimony and decide on a verdict.

6. Allow the jury a few minutes to deliberate and announce their verdict.

7. Discuss the process with the students. In this story, each character has the freedom to obey or disobey God's law. No one is completely innocent. Below are some suggested discussion starters.

- Do any of the characters ever lie to each other?
- What are the motives for each character?
- What are the immediate consequences for eating from the tree of the knowledge of good and bad?
- How does each character have a responsibility to the others? How do they ignore their responsibilities?
- Where do we see freedom misused in our everyday lives?

## Getting to Know Adam and Eve

### Hiding Who We Are

Students will examine how they hide their true selves in an attempt to be someone that they feel others will accept.

#### Preparation

- Have a copy of handout Adam and Eve-A, "The Fig Leaves of My Life," for each student.
- Make sure each student has scissors and pens, pencils, or markers.
- Provide magazines for cutting out pictures (optional).

This activity is appropriate if you have already established a safe environment in which students are comfortable sharing difficult emotions and experiences, and if they have a clear understanding of how to respond appropriately (and how not to respond). If not, a more depersonalized and safe version could be done by focusing on what junior high students in general do to hide themselves.

1. Read Genesis 3:1-10 aloud with the class. In your own words, make the following points:

- In this story, God makes humans who are completely happy. But the downfall comes when humans want to become something that they are not.
- Many of us are very much like Adam and Eve. Too often we are not happy with being who God made us to be. We think, "I'm too

short,” or “I’m too fat,” or “I’m not a good basketball player,” and so on.

- Like Adam and Eve, we are ashamed to be seen without protection, and we try to hide our true selves. We might try to hang out with the cool crowd, or perhaps we try to participate in activities that we don’t really like. Sometimes we avoid things that we really love in order to fit in. Like Adam and Eve’s fig leaves, we try to cover up.

2. Pass out handout Adam and Eve–A, “The Fig Leaves of My Life.” Have the students cut out their fig leaves and then draw or write the ways they hide who they really are. (If you brought magazines, the students could also go through them and cut and paste images that express their “fig leaves.”)



3. Ask for volunteers to explain parts of their fig leaf. Below are some discussion starters.

- Why do people choose “fig leaves” over letting others see who they really are?
- Can you tell the difference when people are really being themselves versus covering up?
- What gives people the strength to be themselves?
- Are the temptations that Adam and Eve encounter similar to or different from the temptations we have today?

## Who Hates Rules?

The students will engage in an activity without rules to learn their importance.

1. Have the students play a game of basketball, soccer, or some other team sport, except tell them that there are no rules. (Be sure to maintain a safe environment.) Another option would be to get a few volunteers to play checkers with you while the class looks on, but again, there are no rules!

2. After a short period of time, the students will surely start to become a little frustrated, angry, or bored. When this becomes obvious, call the game to an end.

3. Process the experience with the class. Use the following questions as discussion starters.

- How did you feel when you first heard that the game would have no rules? (Probably, excited.) So what happened?
- Did you become frustrated or angry or bored? Why?
- When you play a game, what do rules provide?

4. Read Genesis 2:15-17 aloud to the group. Present these thoughts in your own words.

- God gives human beings this rule because he cares for Adam, much as a parent gives a child the rule, “Look both ways before you cross the street.” This direction given or limitation imposed is done out of love and concern.

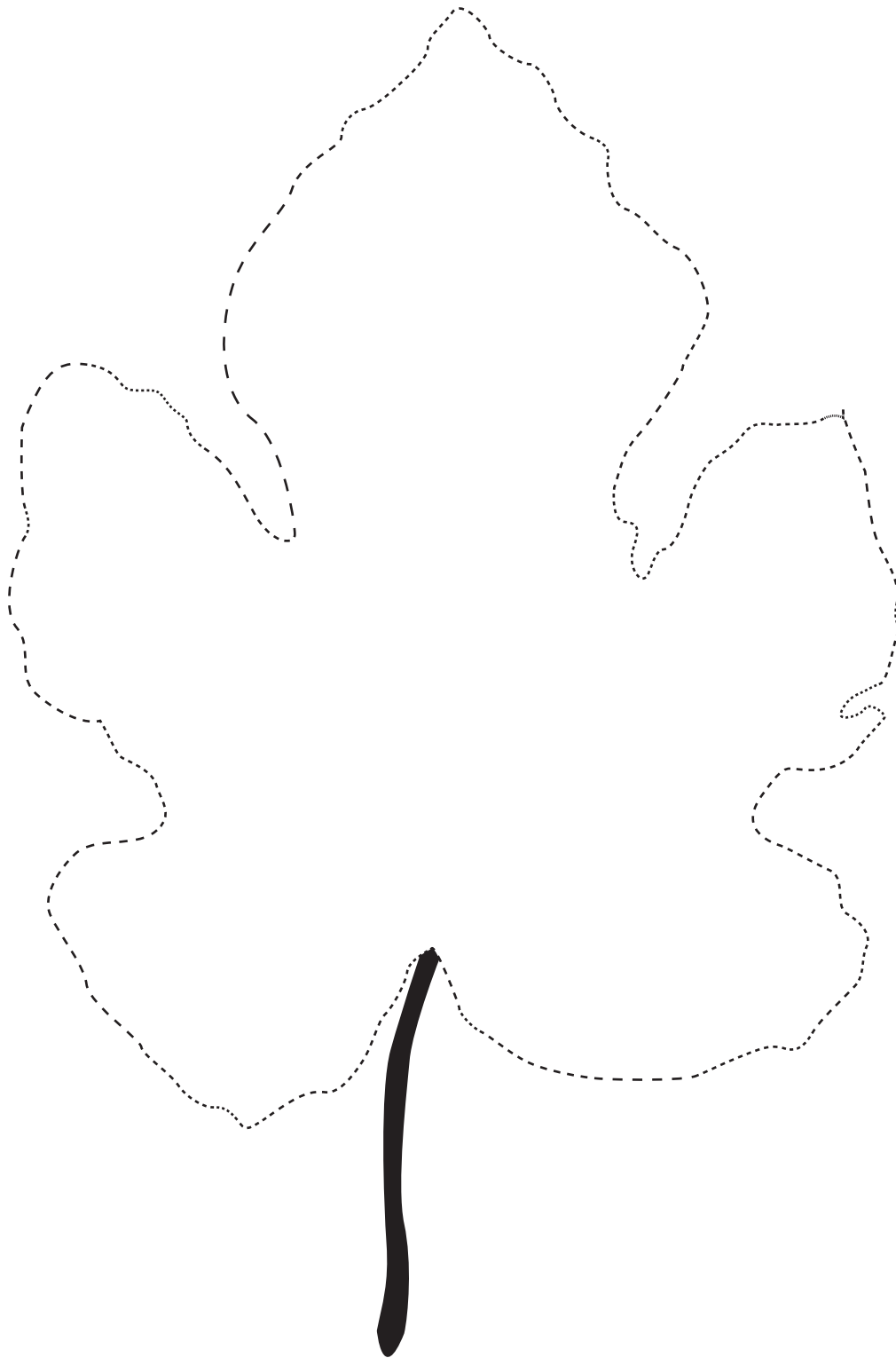
5. Read Genesis 3:1-6. Ask, What reason does the serpent give for God not allowing them to eat from that tree? (The serpent says that God doesn’t want them to be powerful like he is). Continue with the following questions.

- Why did Adam and Eve believe the serpent?
- How can young people be like Adam and Eve in their decision making?

6. Direct each student to write a list of rules they have been taught to follow and how the rules benefit people when they are followed. This could also be done in groups.

# THE FIG LEAVES OF MY LIFE

Cut out this fig leaf and then draw or write the ways that you hide who you really are.



# ACKNOWLEDGMENTS

The scriptural quotations contained herein are from the *Good News Bible with Deuterocanonicals/Apocrypha*, second edition. Copyright © 1992 by the American Bible Society. All rights reserved. Used with permission.

The map on handout Abraham-A was revised by maps.com.

The prayer on page 37 is from the *Sacramentary*, English translation prepared by the International Commission on English in the Liturgy (ICEL) (New York: Catholic Book Publishing Company, 1985), page 483. Excerpts from the English translation of the *Roman Missal* © 1973 by the ICEL. All rights reserved. Illustrations and arrangement copyright © 1985-1974 by Catholic Book Publishing Company, New York. Used with permission.

The activity on pages 34-36 and the images on resources Sarah-A, Sarah-B, and Sarah-C are adapted from and taken from *The Seven Habits of Highly Effective People: Restoring the Character Ethic*, by Stephen Covey (New York: Free Press, 1989), pages 45, 25, and 26, respectively. Copyright © 1989 by Stephen R. Covey. Used with permission.

Handout Jacob-A, "The Patriarch Family Tree," is adapted from the handout "My Own Genesis," in *Faith Works for Junior High: Scripture- and Tradition-Based Sessions for Faith Formation*, by Lisa-Marie Calderone-Stewart (Winona, MN: Saint Mary's Press, 1993), page 25. Copyright © 1993 by Saint Mary's Press. All rights reserved.

The story on page 66 and the reflection on pages 221-222 are from *Sadhana: A Way to God, Christian Exercises in Eastern Form*, by Anthony de Mello (New York: Image Books, Doubleday, 1984), pages 85-86. Copyright © 1978 by Anthony de Mello. Used with permission of Doubleday, a division of Random House.

The activity "Moses: A Calling" on pages 71-72 is adapted from "What If They Won't Believe Me?" in *Old Testament: Seminary Student Study Guide*, by the Church Education System (Salt Lake City: Church of Jesus Christ of Latter-day Saints, 1998), page 43. Copyright © 1998, 2002 by Intellectual Reserve.

The song lyrics on handout David-B are from the song "Prayer Warrior," by Jeannie Pomanowski (Chesapeake Music Works, 2004, Be Attitude Music, BMI).

The excerpt on page 190 is from the Franciscans' Web site, [www.franciscans.ie/8.0.html](http://www.franciscans.ie/8.0.html), accessed September 22, 2005.

The quotation on page 193 is found at [www.brainyquote.com/quotes/quotes/t/tseliot121647.html](http://www.brainyquote.com/quotes/quotes/t/tseliot121647.html), accessed September 22, 2005.

The material in "The Annunciation" on pages 230-232 is adapted from *Biblical Women: Exploring Their Stories with Girls*, by Janet Claussen (Winona, MN: Saint Mary's Press, 2002), pages 89-90. Copyright © 2002 by Saint Mary's Press. All rights reserved.

The material in resource Mary-A is from *Mary Remembers: Cherished Memories of Jesus*, by Velma McDonough (Mystic, CT: Twenty-Third Publications, 1987), pages 13-15, 39-41, and 55-56, respectively. Copyright © 1987 by Velma McDonough. Used with permission.

The quotations on page 255 and handout Mary Magdalene-B and on page 294 are from the English translation of the *Catechism of the Catholic Church* for use in the United States of America, pages 866 and 873. Copyright © 1994 by the United States Catholic Conference, Inc.—Libreria Editrice Vaticana. Used with permission.

The material on handout Paul-A is from *Jesus of History, Christ of Faith*, third edition, by Thomas Zanzig (Winona, MN: Saint Mary's Press, 1999), pages 258-259. Copyright © 1999 by Saint Mary's Press. All rights reserved.

To view copyright terms and conditions for Internet materials cited here, log on to the home pages for the referenced Web sites.

During this book's preparation, all citations, facts, figures, names, addresses, telephone numbers, Internet URLs, and other pieces of information cited within were verified for accuracy. The authors and Saint Mary's Press staff have made every attempt to reference current and valid sources, but we cannot guarantee the content of any source, and we are not responsible for any changes that may have occurred since our verification. If you find an error in, or have a question or concern about, any of the information or sources listed within, please contact Saint Mary's Press.