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QWA
Questions Worth Asking



LEADER'S GUIDE

YEAR 1

a study of the heidelberg catechism
JANE VOGEL and MARY SYTSMA



LEADER'S GUIDE



YEAR 1



Grand Rapids, Michigan

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How to Use This Course

Welcome to Year 1 of *Questions Worth Asking: A Study of the Heidelberg Catechism*. If this brief overview doesn't answer all your questions about this course, please feel free to call us at 1-800-333-8300 or e-mail us at editors@faithaliveresources.org.

Age Level

This course was pilot-tested with ninth and tenth graders. We think this is a good age level for this course. By then students are intellectually ready to handle a question-by-question study of the unabridged Heidelberg. In addition, many ninth- and tenth-graders are at a developmental stage in which they are looking for a sense of belonging and also struggling to establish their own independence. The first-person warmth of the Heidelberg Catechism can help them work through the question of whether to claim this faith as their own.

However, you needn't restrict the use of this material to grades 9-10; it can work equally well across the whole high school age span (grades 9-12).

Organization

Questions Worth Asking provides a biblically based, question-by-question study of the Heidelberg Catechism in a total of fifty-two sessions over a two-year span. This leader's guide covers year 1, the first twenty-six sessions (Q&A 1-61). Following natural breaks in the Catechism itself, year 1 is divided into four units of uneven length (check the contents page). Please note that the format of the student resources varies from unit to unit (see next page). The Catechism journal for year 1 is used for each session.

Goals

This course aims to help high school students



recognize the Heidelberg Catechism as a summary of the central truths of Scripture.



recognize the personal nature of the Heidelberg Catechism and formulate their own faith statements as they study it.



recognize and respond to the Heidelberg Catechism's call to live out their faith in the world.



recognize the Heidelberg Catechism as an articulation of a Reformed worldview both in its historical context and in its application to contemporary society.

Leader's Guide

This practical guide walks you through each session in a way that's personal and helpful. You'll become acquainted with the features of this guide as you work through session 1. Here are some highlights included in every session:

- A **session overview** that quickly tells you what the class will be doing, what materials you'll need, and how long it will take.
- A **session background** that explains what you need to know and gets you fired up for teaching. Written with wit and wisdom by Andrew Kuyvenhoven, a veteran of teaching and preaching the Catechism in four Canadian churches and author of *Comfort & Joy*, a popular commentary on the Catechism.
- Easy-to-use **step-by-step directions** based on the authors' teaching of their own high school class. You'll know right away that these lesson plans are the real thing. They're creative, interactive, and appeal to a variety of learning styles. Best of all, they work.
- Lots of **teaching options**, should you want to try a different approach or go the extra mile to enrich a learning activity.
- Really useful **"in the trenches"** teaching tips from the authors.
- An online **Catechism talk forum** that offers students a provocative "question of the week" to respond to and a place to check out how others respond.
- A **Catechism Organizer poster** that helps students navigate through the Catechism.
- A section of **reproducible handouts** at the back of this leader's guide for unit 4 and occasional other use.



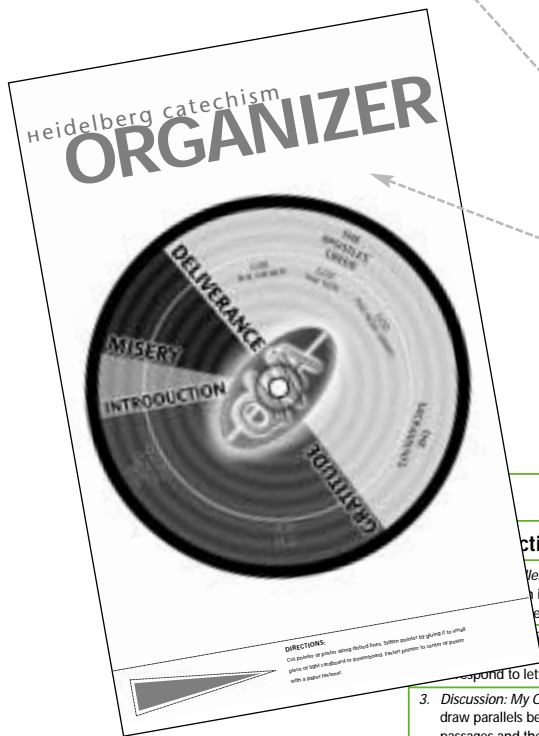
IN THE TRENCHES

We found these sketches to be great ways to learn more about our students. One male student, for instance, drew pictures of girls because, he said, "Girls are very confusing to me." We were tempted to let the students talk longer than the time allotted for this activity, but, as it turned out, their comments in the third activity, "My Only Comfort," were even more valuable. Watch your time now so that you don't run out later.

—Mary & Jane

QUESTION OF THE WEEK

What do you think—does this selection from Edwards's fiery sermon give a true or false picture of God? Why?



Session Overview

Activity	Materials	Time
Challenges of Adolescence. Illustrations of typical challenges teenagers face.	Paper (sheets or a roll), markers	5-10 minutes
From the Front Lines. Small groups draw on Bible passages and respond to letters.	Bibles, student notepads, pens	20-25 minutes
3. Discussion: <i>My Only Comfort</i> . Students draw parallels between the Scripture passages and the Catechism and discuss how they can experience and share the comfort of belonging to Jesus Christ.	Bibles, Catechism journals, pens	15 minutes
4. Prayer Journaling: <i>Relying on Christ's Comfort</i> . Students spend time in prayer and reflection.	Catechism journals, CD and player	5-10 minutes



The sessions are designed for 50-60 minutes. If you have less time, you'll want to scale down or omit some activities. You'll need a number of standard supplies to teach the lessons. Here's a list that you can photocopy and give to whoever is in charge of classroom supplies (if it's you, well, maybe you can get a spouse or family member to help):

- Bibles
- pencils
- markers
- newsprint or other large sheets of paper
- roll of paper (such as shelf paper or paper table covering—check your church kitchen)
- paper for writing and drawing
- paper in a few different colors to create a “creed border”
- notecards
- scissors
- glue sticks
- masking tape or tacky adhesive
- colored construction paper

When you need something unusual, we give you advance warning in the section **For Next Time** at the end of each session.

Memory work is suggested for those who wish to assign it. Originally, Catechism classes focused heavily on memorization; today we emphasize life application. However, since we believe it is valuable to lock truths in hearts and minds, we suggest a single, memorable Q&A to memorize for each unit, as follows: Q&A 1 (unit 1); Q&A 21 (unit 2); Q&A 32 (unit 3); and Q&A 54 (unit 4). We also provide a way for students to bring home a copy of the suggested memory work (without bringing home their entire Catechism journal).

Note: Jane Schuyler, a veteran media specialist, has compiled a list of videos that can be used with this course available from TRAVARCA, the film and video library of the Christian Reformed Church in North America and the Reformed Church in America. For information on services provided by TRAVARCA, call 1-800-968-7221 or e-mail travarca@iserv.net.



Student Resources

Questions Worth Asking provides a variety of student resources to keep your teaching (and their learning) fresh and relevant. All student resources are used during the session and provide a variety of learning activities that recognize that students learn in different ways. All student resources are packaged together in a single packet. Order one student resource packet per student (and one for yourself as well).

- **The Catechism journal** is the heart of the course and is used in every session. Year 1 contains Q&A's 1-61 plus "Time Warps" and quotes that help students understand the historical context in which the Catechism was written. In addition, nearly every session offers a "Your Turn" activity that invites personal responses from students. *Please keep the Catechism journals in your classroom from week to week.*
- **Notepads** are tablets with tear-off sheets. They are used for unit 1 (sessions 1-6).
- **Catmats** are four-color worksheets. Three catmats are used for unit 2 (sessions 7-13) and one for session 26.
- **Booklets** are used for unit 3 (sessions 14-21).
- You'll find **reproducible handouts** at the back of this leader's guide. They are the student resource for unit 4. Occasionally they are also used in a few other units. You'll need to photocopy these handouts before giving them to students.

Online: Catechism Talk Forum

Each session offers students an opportunity to go online at home and share their responses to an interesting "question of the week." Please see the end of session 1 for details and an informative handout for students. The talk forum is carefully monitored by Faith Alive Christian Resources. Look us up at www.QuestionsWorthAsking.org.





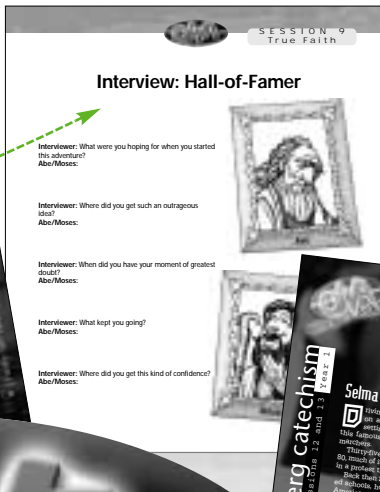
Catechism Devotional

James C. Schaap has written a wonderful book of devotions for teens, based on the Heidelberg Catechism, called *Every Bit of Who I Am*. You can check out a sample at our website (www.FaithAliveResources.org). If you like what you see, ask your church about providing a copy for each of your students. Or tell parents about it. It will bring the Catechism and its biblical teachings into your students' daily lives in a way that they'll really appreciate.

Contact with Homes

Support from parents can make your job a lot easier. For one thing, it helps to ensure that you will have live bodies in your classroom on a fairly regular basis. Here are some suggestions for involving parents:

- Mail a letter before the season begins. Explain that you're teaching the first half of the Catechism, indicate when and where the class meets, ask for parental prayer and support, list any memory work you're going to assign, and leave your phone number or e-mail address for feedback.
- Convey the above information by a phone call instead of a letter.
- Hold an introductory meeting for parents, during which you explain the course and show them the materials you'll be using (this can be part of a churchwide kick-off day for the new season).
- Occasionally suggest that students ask a parent about a Catechism topic being discussed.
- Plan a learning/social activity involving both parents and kids.





From the Curriculum Writers

Dear Catechism Teacher,

Years ago the two of us signed up to be small-group leaders at a youth convention. When our resource materials came in the mail, we found a note that we figured must have been written specifically for us. It encouraged us not to worry if we weren't "young, cute, and athletic"—God could still use us in youth ministry.

We've laughed about that letter many times (and so have the young people we work with), because if there's anything we aren't, it's young, cute, and athletic. The letter was right on that score. It was right in its conclusion, too: God can still use us.

That's one reason we wrote this course. To put it bluntly, if we can do this, so can you. We have certain qualifications for writing this material, but we also have most of the limitations anyone else might have who hopes to teach it: outside jobs, other volunteer commitments at church, and busy families with school-age children.

Real Teachers, Real Kids

We field-tested every lesson in this leader's guide on real high school students. (Some we tested more than once because what we wrote the first time around wasn't so hot.) We've included tips about what we learned along the

way in notes called "In the Trenches." We owe a debt of thanks to the council and parents at Wheaton (Illinois) Christian Reformed Church for trusting us throughout this process, and to Pastor John Schuurman, whose sermons over the last decade have informed our understanding of the Catechism. Especially we are grateful to the ninth- and tenth-grade students who willingly served as guinea pigs and whose contributions shaped much of this course.

Sometimes our editors, after reading our students' responses, asked whether we were working with unusually gifted and spiritually mature kids. We tend to be biased in our students' favor, but on most counts our kids are pretty typical. We did have a few advantages, though, that we'd like to share with you:

We personalized our sessions; so can you. As we wrote each session, we had these real, specific students and their real, specific situations in mind. As you prepare to teach, do so with your real, specific students in mind. Choose the options that best fit your class, spend more or less time on steps according to your students' needs, or follow a plan that goes beyond the scope of the printed material.

We know our students. That's the only way to personalize this material. We have the advantage of working with our church high school youth group, so we had already had contact with the sophomores in our class. If you don't have that advantage, don't lose heart. We've found that the focused time in Catechism helps us know students as well or better than time spent with them in the larger youth group. Build relationships with your students and it won't matter if you're not young, cute, or athletic. Just ask our students!

We pray. Every Tuesday when we met to write these sessions, we tried to make a point of praying for each student by name. One side benefit was that if we didn't know what to pray about for a student, we knew we needed to pay more attention to that student. But more important is that prayer puts the ownership of your class in the right hands: God's.



Got Gizmos?

Nobody ever said Catechism had to be boring. Certainly the content isn't, and we tried hard to make sure the teaching isn't either.

If you've read anything about education, you've heard of learning styles, or multiple intelligences, or some other way of describing the simple fact that different people learn best in different ways. These sessions try to engage students in a variety of ways—words, movement, art, and drama. Sometimes a learning activity that doesn't play to your strengths looks gimmicky. Give it a try anyway. As two word-oriented people, we were continually surprised at the powerful way some of our students connected with drawing, drama, and even clay manipulation. And it doesn't hurt if they enjoy it while they're learning.

It's Not About You

The Heidelberg Catechism is wonderfully warm and personal, with much of its language in the first-person singular. The Catechism journal is designed to elicit students' personal responses. Nonetheless, our underlying refrain to our students, who are developmentally inclined to be egocentric, is, "It's not about you. It's about Jesus." Whenever we ran stuck, we asked ourselves this question: "Does it point them to Jesus?"

We also learned that it's not about us. For all our commitment to doing our best, when it comes right down to it, the Spirit is a better teacher than anyone around, and the Word is as potent as a two-edged sword. You can trust the power of the Spirit, the Word, and prayer.

Blessings!

Mary & Jane



Give Me Strength!

Heidelberg Catechism

Q&A 1

Scripture

Matthew 10:29-31; Luke 21:16-18; John 10:27-30;
Romans 8:1-1; Romans 14:7-9; 2 Corinthians 1:21-22;
2 Thessalonians 3:3; Titus 2:14; 1 Peter 1:18-19;
1 John 1:7-9; 1 John 3:1-3

Session Goals

Students will

- identify stresses and challenges teens face.
- discover what Scripture and Q&A 1 say about comfort and strength in the face of stresses and challenges.
- explore how they can experience and share the comfort of belonging to Jesus Christ.
- express their personal response in prayer to God.

Session Overview

Learning Activity	Materials	Time
1. <i>Sketches: Challenges of Adolescence.</i> Students sketch illustrations of typical stresses or challenges teenagers face.	Paper (sheets or a roll), markers	5-10 minutes
2. <i>Writing: Letters from the Front Lines.</i> Small groups of students draw on Bible passages to respond to letters.	Bibles, student notepads, pens	20-25 minutes
3. <i>Discussion: My Only Comfort.</i> Students draw parallels between the Scripture passages and the Catechism and discuss how they can experience and share the comfort of belonging to Jesus Christ.	Bibles, Catechism journals, pens	15 minutes
4. <i>Prayer Journaling: Relying on Christ's Comfort.</i> Students spend time in prayer and reflection.	Catechism journals, CD and player	5-10 minutes

Note: We encourage you to duplicate and distribute the Catechism Talk Forum handout (see end of this session). Invite your students to get online and share their responses with other teens across North America and beyond. For details, please see end of this session. Be sure to check out our website yourself: www.QuestionsWorthAsking.org.



Session Background

You are about to teach the old Catechism (first edition 1563) with the help of a brand-new course (first edition 2001).

The very word *catechism* is an oldie. It stands for a question-and-answer manual that introduces someone to the Christian religion. Many catechisms were written and used in Roman Catholic, Anglican, Lutheran, and Reformed (Presbyterian) churches during the sixteenth and seventeenth centuries. The Heidelberg Catechism, so called because it originated in Heidelberg, Germany, is one of the most popular ones. It was written by a professor and a preacher who were not even thirty years old, and it was edited by a prince. The first edition, in German, was followed by translations in Latin, Dutch, Hungarian, and English. Now it's available in Japanese, Korean, Navajo, Spanish, and many other languages.

The Heidelberg Catechism has 129 questions and answers. But the first question is the most important one. All the other questions and answers intend to show how a Christian should live in the comfort that is confessed in the first answer.

"What is your only comfort in life and in death?" The question goes straight to the heart of the matter. And the answer is a matter of the heart: "That I am not my own, but belong—body and soul, in life and in death—to my faithful Savior Jesus Christ."

This is the comfort of the gospel, rediscovered at the time of the Reformation. The Christianity of the Western church had become a religion of works, not faith. And when salvation depends on what you do, you are forever uncertain. You never know if you have done enough. You live in fear that something is lacking.

Then the gospel was restored and the church reformed. People grasped for the assurance that does not rest on human works but on the work of Christ: I am the property of Jesus Christ, all of me, body and soul, and for all times, in life and in death! I became his property by purchase and deliverance. He has fully paid with his precious blood and delivered me from the tyranny of the devil. And he protects me as his own. Not a hair can fall from my head without the will of my Father. This is how I know it: Christ by his Holy

Spirit assures me of eternal life. And I show it because he makes me wholeheartedly willing and ready to live for him.

Hundreds of thousands of people have learned this answer by heart. They have confessed it when they were persecuted for their faith but also when they were living ordinary lives in peaceful times. Anyone who has this comfort can live a life that is fortified by the majesty of the grace of God.

And now we wonder what your students will do with this first question and answer. Will it make a difference for them? Will it make them different? God bless them! And God bless you, teacher!

—Andrew Kuyvenhoven



Leading the Session

1. Sketches: Challenges of Adolescence

■ **Materials:** paper (sheets or a roll), markers

Give students paper and markers and say something along these lines: **Take about two minutes to sketch or doodle something that represents a typical stress or challenge that teenagers face. You can be as representational or abstract as you like—just be ready to explain what you draw.** If students are stuck for ideas, give examples: a stick figure running under a clock that reads 12:15 could represent the challenge of keeping your curfew; a balance with school books on one side and people on the other could represent the challenge of balancing the demands of school with time spent with family and friends.

After a couple of minutes, have students show their drawings to the class and explain what they represent. After each picture, invite students to respond with questions like the following:

Can you relate to this drawing? Have you ever had this experience?



ACTIVITY ADAPTATION

To dissociate this activity from pencil-and-paper assignments at school, get a roll of paper (try shelf paper or borrow some of the paper table covering from the church kitchen) and roll it out on the floor or a table instead of using individual sheets of paper. Sometimes simply leaning forward to work on a common sheet of paper can break the slouch-in-the-chair syndrome.



IN THE TRENCHES

We found these sketches to be great ways to learn more about our students. One male student, for instance, drew pictures of girls because, he said, “Girls are very confusing to me.” We were tempted to let the students talk longer than the time allotted for this activity, but, as it turned out, their comments in the third activity, “My Only Comfort,” were even more valuable. Watch your time now so that you don’t run out later.

—Mary & Jane



2. Writing: Letters from the Front Lines

■ *Materials: Bibles, student notepads, pens*

Hand out the student notepads and have your students turn to “Letters from the Front Lines” (p. 2). Read the directions:

Imagine that a friend has just sent you one of the five letters on the next pages of this notepad. What would you say to help your friend? What comfort and strength would you offer?

Have the students remove the pages with the letters from their notepads (pp. 3-7). Invite volunteers to read the letters aloud; then say something like the following: **Choose one of these letters that you would like to respond to—maybe one that you relate to personally, or one that describes a situation one of your friends is facing.**

Give students a few moments to decide on a letter, then have them (form groups of no more than three) with others who have chosen the same letter. (It’s OK if you don’t have a group for every letter or if you have more than one group working on the same letter.) Have students work in their groups to (write a response) on the reverse side of the letter.

When the groups are done or nearly done, call them back together. Reread each letter from the student notepad and have each group present their response after their letter is read.



TEACHING OPTION

Write/Act/Illustrate

Groups of three or four are ideal for ensuring that everyone participates. If space permits, have groups work in different areas of the room or in the hall. If it’s logistically impossible for you to break your class into groups, have students work individually on different letters.

Also, because different students learn best in different ways, you may want to give them some choices about how to respond:

- Write a letter (on the student notepad or on additional paper)
- Act out a scene in which members of the group respond orally to the concerns
- Illustrate the comfort or guidance the person could receive

What you as the teacher are naturally drawn to may not be what’s most effective for a particular student.



IN THE TRENCHES

Somewhat to our surprise, our students didn’t actually write letters as groups. We’re not sure whether we didn’t explain the activity well or whether they were just not used to working together. Whatever the reason, they talked over the letter on the student notepad, read the passages together, and in some cases discussed appropriate responses, but in every group each member wrote an individual response. That was fine with us, since they still got the benefit of interacting within their groups, but if your class is so large that you won’t have time to hear all the individual letters you may want to make sure students write group letters.

—Mary & Jane



3. Discussion: My Only Comfort

■ *Materials: Bibles, Catechism journals, pens*

Have students turn to Q&A 1 on page 6 of the Catechism journal. Say something along these lines: **As we read the question and answer from the Heidelberg Catechism, think about the letters we read. Underline anything in the Catechism that speaks to those situations.** Invite a volunteer to read Q&A 1 aloud.

Ask: **What parts did you underline? How would those parts comfort someone?**

What ideas in this answer do you recognize as coming from the passages you looked at? There's no need to go into detail here. Just so students get the idea that the Catechism is a summary of biblical truth, not a compilation of purely human ideas or advice.

How do you feel about the idea that you are not your own? Does that comfort you? Or do you resent it? Why?

Teenagers who are striving for independence may not initially warm to the idea that they are not their own persons. Yet they also know keenly the desire for belonging. Help them to see the benefits of not being totally on their own by asking questions like these: **In what situations would you find it a comfort to know you belong to Christ? How can belonging to Christ be a comfort in the situation you sketched at the beginning of this session?**



TEACHING OPTION

Time Warp

You'll notice a section titled "Time Warp" in the Catechism journal. "Time Warps" are scattered throughout the Catechism journal to give students a sense of the history and background of the Catechism. You'll want to read them yourself so that you know what they're about, but you don't need to refer to them in class unless the leader's guide gives you specific instructions. We hope that having a few features in the Catechism journal that remain unexplored in class will give students a reason to flip through the Catechism journal on their own from time to time.



IN THE TRENCHES

This question was met with a deafening silence in our class, so instead of depending on volunteers we simply went around the circle and had everyone share what he or she had underlined. Then the responses were terrific. Some students moved from addressing the needs of the sample letters to making personal statements. One girl said, "To me, *I'm not my own* means also that I'm not *on my own*." Some had trouble moving beyond the friend-to-friend level—

like the girl who underlined *faithful* but talked only about what it means to have a human friend who is faithful—and needed to be prodded to think about how those descriptions apply to God. Many of our students nodded in agreement with the boy who said, "I underlined *belong* because everyone wants to belong to something."

—Mary & Jane



TEACHING OPTION

More Questions

If you have time, continue the discussion with questions like these:

- The Catechism says that our *only* comfort is that we belong to Christ. Think again about the letters we read. Where else might people in those situations look for comfort? How effective would those other sources of comfort be? Acknowledge that many things do comfort us when we face stress or challenges—some (for example, friends and family) in wholesome ways and some (escaping into alcohol, for instance) in unhealthy ways. Ask students to consider the source of these healthy forms of support (God) and how many of them ultimately can be considered infallible.
- Have you ever been in a situation in which your friends or your family or your abilities or whatever else you were counting on let you down? Have you ever been in a situation in which you realized that belonging to Christ was ultimately your only comfort? Tell about it. While most students can think of times when others failed them, not every student may be able to identify a time of consciously experiencing Christ's comfort.



4. Prayer Journaling: Relying on Christ's Comfort

■ **Materials:** Catechism journals, pens

Point students turn to the "Your Turn" section next to Q&A 1 in the Catechism journal (p. 7). Read the instructions there:

Think again about a stress or a challenge you face. It might be the challenge you illustrated at the beginning of this session. It might be something you identify with in one of the letters we read. Or it might be something else.

Write a prayer or simply pray silently, committing your stresses to God, asking for help to rely on God's comfort and share that comfort with others, and thanking God for claiming you as his own.

You'll want to collect the Catechism journals (have students write their names on the cover). Notepads should also be collected. Pages that were used in today's session can be taken home or put into the recycle bin. Keep journals and notepads with you (or in your classroom) until next week's class.



TEACHING OPTION

Music for Reflection

Set a mood of prayerful reflection by playing the song "I Am Not My Own" from the CD *Come to the Table* (Hosanna, Integrity Music).



IN THE TRENCHES

We had intended to close this session with the prayer journaling, planning to build up to praying aloud for one another as the class grew more comfortable together. But when we actually got to the end of our session time, we felt that we needed to pray for one another, so we asked for prayer requests or praises, jotted them down on separate sheets of paper, then asked for volunteers to take a sheet and pray aloud about what was written there.

—Mary & Jane



TEACHING OPTION

Memory Work

Of all 129 Q&A's in the Catechism, Q&A 1 is the most familiar and most often memorized. If you'd like your students to memorize this Q&A, have them tear out and take home page 8 (on which the Q&A is printed) from their notepads. This way they can leave their Catechism journals in your meeting room—and you know they'll have them next week.

Be sure to have students memorize the question as well as the answer. If possible, spend some time in class during this unit saying Q&A 1 together. For those students who have great difficulty memorizing, be ready with either an alternative project or a reduced memory work schedule. Most important, walk your talk—do the assigned memory work yourself.

Here are a few additional suggestions for helping students memorize:

- have students recite their memory work to each other in pairs.
- divide the class into two groups. The first group says the

first word of an answer, the second group repeats the first word and says the second:

Group 1: That

Group 2: That I

Group 1: That I am

Group 2: That I am not

Group 1: That I am not my

Group 2: That I am not my own . . .

- have one student begin reciting a question and answer. When you give a signal, that student stops and the person you point to continues.
- print the phrases of a Q&A on separate pieces of paper. Distribute randomly and have students put the question and answer in the right order.

Watch for additional Q&A's to be memorized during subsequent units.



Catechism Talk Forum: Question of the Week

Each week your students will have an opportunity to respond online to an interesting new question that's related to the Catechism lesson. Students can access our website and post their own ideas and exchange opinions with other students wherever this course is used. The website is managed and monitored by Faith Alive Christian Resources. You'll want to check out the website for yourself so you can better explain to your group how it works.

Page 19 lists the website address (URL) and explains the site. We suggest you duplicate this and give it to students to take home. It's a good idea to keep some extras of this handout in your classroom, in case you want to remind students of the website and its address in subsequent weeks.

Please encourage your students to visit the Catechism Talk Forum. Participating in this discussion forum will help students realize that the Catechism is contemporary and actually relates to the problems and issues they face. In addition, the forum can broaden their horizons, exposing them to what teens from other states, provinces, or countries think and believe, and giving them a sense of the oneness of the worldwide church of Jesus Christ.

We hope at least some of your students visit the forum. We're eager to hear from you (the site permits comments and questions to the site manager, a representative appointed by Faith Alive. Let us know what you think and give us any suggestions you have for improving the site.

Look for the "question of the week" here and online each week. Here's this week's question for Q&A 1 ("Who's Worried Now?"):

What are your top three worries or concerns? Does "belonging to Jesus" (being a Christian) ever help you deal with these? How?

Read it to your students or let them discover it for themselves when they visit the site.

For Next Time

Under this heading each week you'll find a list of any "unusual" materials that you or your students will need for the next session. These are not exotic or hard to find—just things you probably wouldn't ordinarily find in your classroom. Supplies that are labeled "optional" are just that—you don't need them to lead the regular session. Here's the list for next time.

- envelopes, one per student
- postage stamps
- extra copies of the handout at the end of this session that introduces the website (for students who were absent this week)
- optional: giant cookie, tube of frosting (honest—we're not kidding! See step 1 for details.)

QUESTION OF THE WEEK

What are your top three worries or concerns? Does "belonging to Jesus" (being a Christian) ever help you deal with these? How?



Get Connected!

Catechism Talk Forum on the Web

What?

- A discussion forum on the web for all Catechism students across North America and beyond.
- Respond to an interesting “question of the week” that’s related to what you learned in class.

Why?

- To share your views on spiritual questions and issues that matter to you.
- To reply to other teens who visit the site.
- To see how the things you learned in Catechism class relate to your daily life.
- To learn from each other—and have fun!

How?

- To respond to the question of the week, just go to www.QuestionsWorthAsking.org, register (name is optional), and click on the “post” button to post your comments.
- To respond to someone else’s comments, click on the “reply” button. You can also ask questions of the adult moderator of the site, if you wish.
- For more information, please consult the user FAQ (Frequently Asked Questions).

Where?

You’ll find us at www.QuestionsWorthAsking.org.

Please be considerate of others when you post your messages, and enjoy!

