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YEAR 2



Christian Living

HC and ME

The Heidelberg Catechism for

BOB ROZEMA

BOB ROZEMA

YEAR 2

HC and ME

**The Heidelberg Catechism for
Christian Living**



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*Unit numbers are provided here for your reference. They are not indicated in the student Catechism book.

HOW TO USE THIS COURSE

Welcome to Year 2 of *HC and Me: The Heidelberg Catechism for Christian Living*. If this brief overview doesn't answer all of your questions, please feel free to call us at 1-800-333-8300 or e-mail us at editors@faithaliveresources.org.

HC and Me provides an effective, easy-to-use approach to teaching the Heidelberg Catechism to high school students. Year 1 covers Q&A 1-58 in twenty-five sessions; Year 2 covers Q&A 59-129 in twenty-six sessions. Each session follows a simple 1-2-3 arrangement in both the student Catechism book and this leader guide. The emphasis throughout is on “do-able” activities that are faithful to Scripture, the Catechism, and the diverse ways high school students learn. Because the Catechism itself is such a warm and personal confession, this course continually asks students to reflect on and apply the Catechism's teachings to their daily lives.

Leaders familiar with *Landmarks*, a previous course on the Catechism, will recognize a significant number of questions and activities borrowed or adapted from that material (Year 2, second edition; Faith Alive, 1992). Several activities are also borrowed or adapted from *Questions Worth Asking* (Year 2; Faith Alive, 2002) by Jane Vogel and Mary Sytsma.

<AUDIENCE>

HC and Me can be used with the entire high school age range (grades 9-12) but we especially recommend it for ninth- and tenth-graders. By then students are intellectually able to handle a question-by-question study of the unabridged Heidelberg. In addition, many ninth- and tenth-graders are at a developmental stage where they are open to letting the Catechism shape their personal confession of faith.

<GOALS>

This course aims to help high school students

- recognize the Heidelberg Catechism as a restatement of the central truths of Scripture.
- recognize the personal, confessional nature of the Catechism and use it to express their own faith.
- respond to the Catechism's call to live out their faith in the world.

<STUDENT RESOURCE>

59 Q. What good does it do you, however, to believe all that?
A. In Christ I am right with God and heir to life everlasting.
¹ John 3:16; Rom. 5:17; Phil. 2:6; Rom. 5:1-2

60 Q. How are you right with God?
A. Only by true faith in Jesus Christ.
Even though my conscience accuses me of having previously sinned against all God's commandments and of never having kept any of them, and even though I am still inclined toward all evil, nevertheless, without my deserving it at all, out of sheer grace, God grants and credits to me the perfect satisfaction, righteousness, and holiness of Christ, as if I had never sinned nor been a sinner, as if I had been as perfectly obedient as Christ was obedient for me.

All I need to do is to accept this gift of God with a believing heart.
¹ Rom. 3:21-28; Gal. 2:16; Eph. 2:8-9; Phil. 2:8-11
² Rom. 5:1-2
³ Rom. 7:2-5
⁴ Phil. 2:6-7
⁵ Rom. 3:24; Eph. 2:8
⁶ Rom. 4:24-25; 1 Cor. 2:2
⁷ Rom. 4:24-25; 2 Cor. 5:21
⁸ John 3:16; John 10:10-11

61 Q. Why do you say that by faith alone you are right with God?
A. It is not because of any value my faith has that God is pleased with me. Only Christ's satisfaction, righteousness, and holiness make me right with God. And I can receive this righteousness and make it mine in no other way than by faith alone.
¹ 1 Cor. 1:29-31
² Rom. 10:10; 1 John 5:10-12

SESSION 1 (Q&A 59-61)
AMAZING GRACE

<Warm-up>

Maybe you've known about God since you were knee-high, or maybe you've just begun to get acquainted. In either case, take a couple of minutes to jot down three things that you find awesome or amazing about God. If you don't feel that way, you can jot down some things that puzzle you about God. Once you have three things written down, find someone else who has written one thing that's similar to something you've written. Stand by that person when/if you find him or her. If you can't find a match, that's OK.

<Main Event>

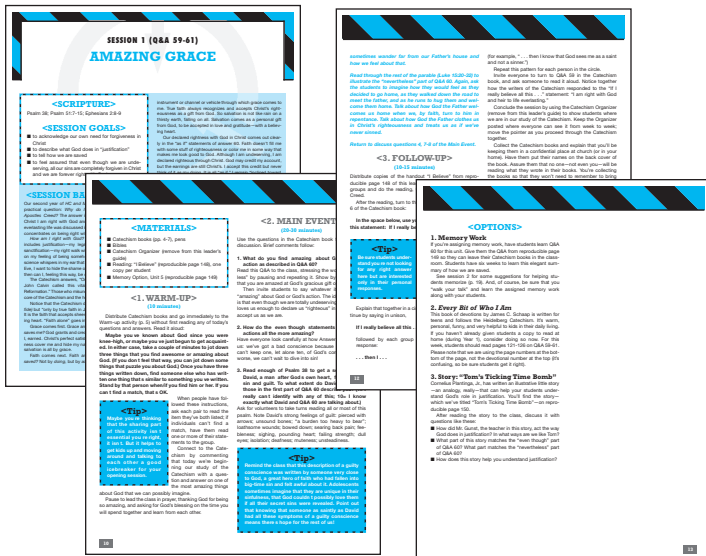
1. What do you find "amazing" about God or God's action as described in Q&A 60?
2. How do the "even though" statements make God's actions all the more amazing?
3. Read enough of Psalm 38 to get a sense of how David, a man "after God's own heart," felt about his sin and guilt. To what extent

This course has just one student resource—a Catechism book with a three-part discussion guide built right into each session. The three parts—Warm-up, Main Event, and Follow-up—take you and your students through each session with a variety of questions and activities designed to appeal to the different ways students learn.

- **Warm-up** activities get students interested in the topic of the session—often in a light and fun way.
- **Main Event** activities take students into Scripture and the Catechism, using individual and small group work, writing, questions, drama, art, and other interactive approaches.
- **Follow-up** activities challenge students to evaluate what they've learned and to apply it to their daily lives. Students journal, reflect, and pray about specific ways to live out their faith at home, school, work—wherever they are and whatever they do.

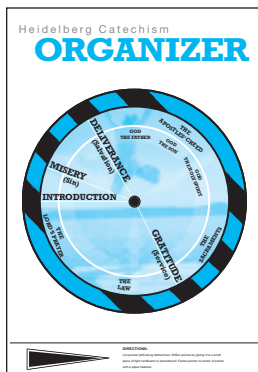
We suggest collecting the student Catechism books at the end of each session rather than having students take them home (where they are easily forgotten when it's time for your next session).

<LEADER'S GUIDE>



This leader's guide walks you through each session with easy-to-follow teaching suggestions. You'll become acquainted with its features as you work through the first session. Here are some highlights of each session:

- **Session backgrounds** tell you what you need to know and get you fired up to teach. Written by the late Dr. Harvey Smit, these backgrounds were a much-appreciated feature of the *Landmarks* Catechism course.
- **Step-by-step directions**—with estimates of time needed—that match the Warm-up, Main Event, and Follow-up steps included in the student Catechism books. Includes tips to help you teach.
- **Alternate steps**, printed in color, give you options for doing a variety of learning activities. We encourage you to use the alternate steps from time to time, mainly to inject variety into your sessions and to depart from the standard session outlined in the student Catechism books. Most sessions contain two alternate steps.
- **Options** listed at the end of each session provide memory work suggestions, home reading suggestions from *Every Bit of Who I Am* (a devotional book for teens by James C. Schaap), and additional activities that enrich the learning experience.
- **Reproducible handouts** at the back of this guide supplement the student book.
- A **Catechism Organizer** poster (inserted into this leader's guide) helps students navigate through the Catechism.



The sessions in this course are designed for 50-60 minutes. If you have less time, you'll want to scale down or omit some activities. As with any course, you are encouraged to use these materials selectively, pulling out of them what works best for your class.

<CLASSROOM SUPPLIES>

You'll need a number of standard supplies to teach the lessons:

- Bibles (we suggest NIV or TNIV)
- pens/pencils
- markers
- newsprint or other large sheets of paper
- roll of paper (try shelf paper or paper table covering—check your church kitchen)
- paper for writing and drawing
- index cards (also called notecards)
- scissors
- glue sticks
- masking tape or tacky adhesive
- construction paper

<MEMORY WORK>

We provide (optionally, at the end of each session) a single, memorable Q&A to learn for each unit, as follows:


- Unit 5: Q&A 60
- Unit 6: Q&A 86
- Unit 7: Q&A 115
- Unit 8: Q&A 116 (and optionally 119)

Memory work is printed on the reproducible pages at the end of this leader's guide. This provides a way for students to bring home a copy of the suggested memory work (without bringing home their Catechism books).

See session 2 options (p. 19) for suggestions on how to help students memorize the Catechism passages listed above.

<CATECHISM DEVOTIONS>

James C. Schaap has written a wonderful book of devotions for teens, *Every Bit of Who I Am*, based on the Heidelberg Catechism. You'll notice a number of quotes from this devotional book in the student material—and a take-home reading suggestion at the end of every session in this leader's guide. Check out samples on pages 151, 161, and 166 or 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. Jim's stories, examples, and insights will help bring the Catechism and its 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. Some suggestions for involving parents (from *Questions Worth Asking, Year 2, Leader's Guide*, p. 9):

- Mail a letter before the season begins. Explain that you're teaching the second 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 e-mail or a phone call instead of a letter.
- Hold an introductory meeting for parents during which you explain the course (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 parents and kids.

SESSION 1 (Q&A 59-61)

AMAZING GRACE

<SCRIPTURE>

Psalm 38; Psalm 51:7-15; Ephesians 2:8-9

<SESSION GOALS>

- to acknowledge our own need for forgiveness in Christ
- to describe what God does in “justification”
- to tell how we are saved
- to feel assured that even though we are undeserving, all our sins are completely forgiven in Christ and we are forever right with God

<SESSION BACKGROUND>

Our second year of *HC and Me* begins by asking an honest, practical question: *Why do I believe in the articles of the Apostles Creed?* The answer is complete and to the point: “In Christ I am right with God and heir to life everlasting.” Since everlasting life was discussed in Q&A 58 (in Year 1), this lesson concentrates on being right with God.

How am I right with God? This is a profound question. It includes justification—my legal status with God. It includes sanctification—my right walk with God. But it focuses especially on my feeling of being somehow not right with God. My conscience whispers in my ear that I don’t deserve it. Like Adam and Eve, I want to hide the shame of my sin and flee from God. How then can I, feeling this way, be comfortable in God’s presence?

The Catechism answers, “Only by true faith in Jesus Christ.” John Calvin called this vital teaching “the hinge of the Reformation.” Those who misunderstand this truth fail to grasp the core of the Catechism and the heart of the gospel of Jesus Christ.

Notice that the Catechism doesn’t say “by faith alone” (*sola fide*) but “only by true faith in Jesus Christ.” What is true faith? It is the faith that accepts sheer grace (*sola gratia*) with a believing heart. “Faith alone” goes inseparably with “grace alone.”

Grace comes first. Grace answers the question *Who or what saves me?* God grants and credits to me what Jesus Christ, not I, earned. Christ’s perfect satisfaction, righteousness, and holiness cover me and hide my naked shame. The actual *doing* of salvation is all by grace.

Faith comes next. Faith answers the question *How am I saved?* Not by *doing*, but by *accepting or receiving*. Faith is an

instrument or channel or vehicle through which grace comes to me. True faith always recognizes and accepts Christ’s righteousness as a gift from God. So salvation is not like rain on a thirsty earth, falling on all. Salvation comes as a personal gift from God, to be accepted in love and gratitude—with a believing heart.

Our declared rightness with God in Christ comes out clearly in the “as if” statements of answer 60. Faith doesn’t fill me with some stuff of righteousness or color me in some way that makes me look good to God. Although I am undeserving, I am declared righteous through Christ. God may credit my account, but the earnings are still Christ’s. I accept this credit but never think of it as my doing. It is all “as if.” I remain “inclined toward all evil,” and yet—greatest of miracles!—I become as right with God “as if” I had always been perfectly obedient.

This doctrine of justification, this teaching that “God . . . credits to me the perfect . . . holiness of Christ” is a very practical truth. Young adults tend to look inward and be forever taking their own pulse and temperature. They see their own doubts and fears. They worry about death. They tremble in the night. Can their faith be good enough to please God? Will it be strong enough to save them?

Precisely here you must make clear the heart of the Christian faith and of this Catechism lesson. Faith is not itself some kind of good work. God does not look at our faith and say “What a nice faith! That pleases me.” God looks with pleasure only at the perfect obedience of Jesus Christ. Our own faith is worth nothing in itself. But when it looks outward to Christ, it becomes the way by which we are right with God in Christ.

“Faith alone” is one of Christianity’s most comforting teachings. It frees us from the terrible burden of trying somehow, in some way, to please God. It opens for us the righteousness of Christ, freely given, thankfully received. This relief and joy should be the keynote of today’s lesson.

<MATERIALS>

- Catechism books (pp. 4-7), pens
- Bibles
- Catechism Organizer (remove from this leader's guide)
- Reading: "I Believe" (reproducible page 148), one copy per student
- Memory Option, Unit 5 (reproducible page 149)

<1. WARM-UP>

(10 minutes)

Distribute Catechism books and go immediately to the Warm-up activity (p. 5) without first reading any of today's questions and answers. Read it aloud:

Maybe you've known about God since you were knee-high, or maybe you've just begun to get acquainted. In either case, take a couple of minutes to jot down three things that you find awesome or amazing about God. (If you don't feel that way, you can jot down some things that puzzle you about God.) Once you have three things written down, find someone else who has written one thing that's similar to something you've written. Stand by that person when/if you find him or her. If you can't find a match, that's OK.

<Tip>

Maybe you're thinking that the sharing part of this activity isn't essential you're right, it isn't. But it helps to get kids up and moving around and talking to each other a good icebreaker for your opening session.

When people have followed these instructions, ask each pair to read the item they've both listed; if individuals can't find a match, have them read one or more of their statements to the group.

Connect to the Catechism by commenting that today we're beginning our study of the Catechism with a question and answer on one of the most amazing things

about God that we can possibly imagine.

Pause to lead the class in prayer, thanking God for being so amazing, and asking for God's blessing on the time you will spend together and learn from each other.

<2. MAIN EVENT>

(20-30 minutes)

Use the questions in the Catechism book to guide your discussion. Brief comments follow:

1. What do you find amazing about God or God's action as described in Q&A 60?

Read this Q&A to the class, stressing the word "nevertheless" by pausing and repeating it. Show by your reading that you are amazed at God's gracious gift of salvation.

Then invite students to say whatever it is they find "amazing" about God or God's action. The idea, of course, is that even though we are totally undeserving sinners, God loves us enough to declare us "righteous" in Christ and to accept us as we are.

2. How do the even though statements make God's actions all the more amazing?

Have everyone look carefully at how Answer 60 describes us: we've got a bad conscience because we know we can't keep one, let alone ten, of God's commandments; worse, we can't wait to dive into sin!

3. Read enough of Psalm 38 to get a sense of how David, a man after God's own heart, felt about his sin and guilt. To what extent do David's words or those in the first part of Q&A 60 describe you? (1= I really can't identify with any of this; 10= I know exactly what David and Q&A 60 are talking about.)

Ask for volunteers to take turns reading all or most of this psalm. Note David's strong feelings of guilt: pierced with arrows; unsound bones; "a burden too heavy to bear"; loathsome wounds; bowed down; searing back pain; feebleness; sighing, pounding heart; failing strength; dull eyes; isolation; deafness; muteness; unsteadiness.

<Tip>

Remind the class that this description of a guilty conscience was written by someone very close to God, a great hero of faith who had fallen into big-time sin and felt awful about it. Adolescents sometimes imagine that they are unique in their sinfulness, that God couldn't possibly love them if all their secret sins were revealed. Point out that knowing that someone as saintly as David had all these symptoms of a guilty conscience means there's hope for the rest of us!

The second part of the question calls for some personal reflection from your students. Invite them to share their honest rating of how David's words and those of answer 60 apply to them. (Giving a number is less threatening than going into detail about their feelings.) Maybe they agree with David and the writers of the Catechism; maybe they don't think they're so bad. Share your own feelings as well so that kids can see that you also struggle with sin and guilt.

4. What does God graciously subtract from us? What does God add to us?

God removes or subtracts our sin ("as if I had never . . . been a sinner") and adds to us "the perfect satisfaction, righteousness, and holiness of Christ." As a result, we are "right with God"—and that's downright amazing. In fact, it's a miracle of grace.

Have students write the word *justification* next to the "nevertheless" part of answer 60. Explain that this word describes how we are made right with God: God graciously credits to us the righteousness of Jesus Christ. Point out that justification happens only once in our lives—when we, by faith, receive Jesus Christ as our Savior. It's God's gracious gift to undeserving sinners.

5. Read Psalm 51:7-15 about David's being restored to God's favor. Jot down one phrase from the psalm or a phrase of your own that expresses how you feel knowing that God views you as if [you] had never sinned nor been a sinner.

Again ask for volunteers to read these verses. David's pictures of restoration include being cleansed and washed, being made whiter than snow, hearing joy and gladness, having broken bones mended, being given a willing spirit. Invite your students to share responses that indicate how they feel about being made "right with God."

6. (Optional) With others in your group create a sort of human snapshot (freeze frame) that shows the difference between the even though part of answer 60 and the nevertheless part of answer 60.

This optional activity gives students a chance to use their imaginations and their bodies to respond to Q&A 60. Divide into groups of two to four students each, and give the groups time to plan their snapshots. "Even though" scenes could depict people burdened down by guilt, people who are ashamed, people with looks and gestures of resignation and failure. "Nevertheless" scenes could show people celebrating, in postures of joy and relief.

<Tip>

If you tried doing tableaus in Year 1 and they flopped, you could revise this activity to have partners create before and after scenes on newsprint, using markers.

7. In your own words, how can we receive God's gift of salvation? (Reading Ephesians 2:8-9 will help you with your statement.)

Give kids a moment to write responses, then invite sharing. Affirm that faith in Jesus Christ is the key. You may want to read the last two lines of answer 60 in unison: "All I need to do is to accept this gift of God with a believing heart." See the Session Background for additional comments.

8. What two things does Q&A 61 say about our faith?

Ask someone to read Q&A 61. It clarifies the role of our faith: we need faith to claim the righteousness of God, but our faith doesn't save us—only God's grace does. You may want to read Ephesians 2:8-9 to reinforce this:

It is by grace you have been saved, through faith—and this not from yourselves, it is the gift of God—not by works, so that no one can boast.

One more related item you may want to read aloud is the "Free Stuff" quote from James C. Schaap on page 7 of the Catechism book.

<Tip>

How about encouraging your students to memorize this verse? It's a great summary of how we are saved.

<Alternate Main Event>

If you haven't used the parable of the lost son (Luke 15:11-32) in Year 1 of this course, you may want to use it today as a substitute for Psalms 38 and 51 (see Main Event questions 3 and 5). Work through questions 1 and 2, as described in step 2 (Main Event); then do the following.

Read Luke 15:11-19 to illustrate the "even though" part of Q&A 60, asking students to imagine themselves as the lost son. Give them time to think about themselves in this role, imagining what their feelings would be as they left home, as they spent all they had inherited, and as they thought about home. Talk about how we

sometimes wander far from our Father's house and how we feel about that.

Read through the rest of the parable (Luke 15:20-32) to illustrate the "nevertheless" part of Q&A 60. Again, ask the students to imagine how they would feel as they decided to go home, as they walked down the road to meet the father, and as he runs to hug them and welcome them home. Talk about how God the Father welcomes us home when we, by faith, turn to him in repentance. Talk about how God the Father clothes us in Christ's righteousness and treats us as if we've never sinned.

Return to discuss questions 4, 7-8 of the Main Event.

<3. FOLLOW-UP>

(10-15 minutes)

Distribute copies of the handout "I Believe" from reproducible page 148 of this leader's guide. Divide into two groups and do the reading, which is from the Apostles' Creed.

After the reading, turn to the Follow-up activity on page 6 of the Catechism book:

In the space below, use your own words to complete this statement: If I really believe all this, then I . . .

<Tip>

Be sure students understand you're not looking for any right answer here but are interested only in their personal responses.

Explain that the "all this" in the statement refers to everything in the Apostles' Creed and that "believe" means not just a mental agreement but a heartfelt conviction and a living out of our faith. Give students a couple of minutes to complete the statement.

Explain that together in a circle you're now going to continue by saying in unison,

If I really believe all this . . .

followed by each group member giving his or her response:

. . . then I . . .

(for example, ". . . then I know that God sees me as a saint and not a sinner.")

Repeat this pattern for each person in the circle.

Invite everyone to turn to Q&A 59 in the Catechism book, and ask someone to read it aloud. Notice together how the writers of the Catechism responded to the "If I really believe all this . . ." statement: "I am right with God and heir to life everlasting."

Conclude the session by using the Catechism Organizer (remove from this leader's guide) to show students where we are in our study of the Catechism. Keep the Organizer posted where everyone can see it from week to week; move the pointer as you proceed through the Catechism together.

Collect the Catechism books and explain that you'll be keeping them in a confidential place at church (or in your home). Have them put their names on the back cover of the book. Assure them that no one—not even you—will be reading what they wrote in their books. You're collecting the books so that they won't need to remember to bring them to class each week.

<Tip>

Later during the course, if you sense that students are reluctant to write their personal thoughts in their Catechism books, give them the option of writing on a separate sheet of paper that they can take home afterward.

<Alternate Follow-up>

Read the Apostles' Creed from the handout, then use Q&A 59 as a summary of the session.

Invite students to participate in a silent prayer that visually expresses the two parts of Q&A 60. As we kneel or bend our bodies in postures of recognizing our sin and guilt, we say silent prayers to God for forgiveness. As we stand and raise our hands, we say silent (or verbal) prayers of praise to God for making us forever right with him.

Listening to (or singing along with) an upbeat version of "Amazing Grace" could effectively close the session.

<OPTIONS>

1. Memory Work

If you're assigning memory work, have students learn Q&A 60 for this unit. Give them the Q&A from reproducible page 149 so they can leave their Catechism books in the classroom. Students have six weeks to learn this elegant summary of how we are saved.

See session 2 for some suggestions for helping students memorize (p. 19). And, of course, be sure that you "walk your talk" and learn the assigned memory work along with your students.

2. Every Bit of Who I Am

This book of devotions by James C. Schaap is written for teens and follows the Heidelberg Catechism. It's warm, personal, funny, and very helpful to kids in their daily living. If you haven't already given students a copy to read at home (during Year 1), consider doing so now. For this week, students should read pages 121-126 on Q&A 59-61. Please note that we are using the page numbers at the bottom of the page, not the devotional number at the top (it's confusing, so be sure students get it right).

3. Story: "Tom's Ticking Time Bomb"

Cornelius Plantinga, Jr., has written an illustrative little story—an analogy, really—that can help your students understand God's role in justification. You'll find the story—which we've titled "Tom's Ticking Time Bomb"—on reproducible page 150.

After reading the story to the class, discuss it with questions like these:

- How did Mr. Gunst, the teacher in this story, act the way God does in justification? In what ways are we like Tom?
- What part of this story matches the "even though" part of Q&A 60? What part matches the "nevertheless" part of Q&A 60?
- How does this story help you understand justification?