

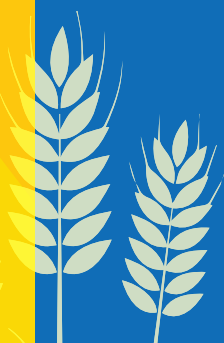
VeNTuRe

Grades 4-6

VeNTuRe



PFLAUM PUBLISHING GROUP



VenTuRe

Preview Pages

Weekly Student Lesson

- There are 32 lessons in the program each year delivered in four quarters (8 lessons each).
- Each lesson is based on the Sunday Gospel.
- Lessons will change each year according to the Liturgical Cycles.

Teaching Guide

- This sample Teaching Guide contains introductory material for the catechist/teacher and one lesson plan
- English Teaching Guides are sent quarterly (8 lessons each time) and are FREE with 10 or more student copies. Spanish language Teaching Guides are available free online.

Catechism Handbook

- One handbook is provided for each student and is delivered with the lessons for the first quarter.
- The concepts in the handbooks are integrated into each lesson to reinforce the doctrine.



Venture

September 25, 2022
26th Sunday in Ordinary Time

We Pray with the Saints

1 Thérèse of Lisieux 1873-1897



Saint Thérèse grew up in a small French town, became a Carmelite nun at age fifteen, and died when she was just twenty-four. Also known as Thérèse of the Child Jesus, she wrote many important works. She is the patron saint of missions and florists. Her parents are also saints!

2

3 Mother Theodore Guerin 1798-1856



Mother Theodore was a Sister of Providence who came from France to build schools in Indiana. Her motto was, "Love the children first, and then teach them."

4 Francis of Assisi 1182-1226



Francis was a rich young man who had it all. But after a serious illness, he gave away everything and became a poor man of God. Francis was a friend to peasants, popes, and all Creation.

5

6 Marie-Rose Durocher 1811-1849



Blessed Marie-Rose was born near Montreal, the tenth of eleven children. The bishop of Montreal asked her to start a group of teachers, the Sisters of the Holy Names of Jesus and Mary. The Holy Names Sisters are now all over the world.

7

9 John Henry Newman 1801-1890

John was a writer, speaker, and scholar. He became a Christian when he was fifteen; he wrote that he was as sure of his beliefs as he was of his own hands and feet! John is a new saint, just canonized in October, 2019.



10

11

12

13

14

15 Teresa of Ávila 1515-1587



Teresa was a Carmelite sister. She is one of only four women called a Doctor of the Church. Teresa said, "Teresa alone may not be much, but God and Teresa can do anything!"

16 Marguerite d'Youville 1701-1771



When her husband died, he left her with lots of debts and a baby boy. However, Marguerite saw others who were worse off. She gathered some generous women together to help them. These were the first Grey Nuns of Montreal. Marguerite is the first native-born Canadian saint.

17

18 Luke, Evangelist, 1st century



Luke never met Jesus face to face. He learned about Jesus from Saint Paul, with whom he traveled. Luke met many of Jesus' first followers and used their stories about Jesus to write his Gospel.

19 Isaac Jogues 1607-1646 and the North American Martyrs (Sept. 26 in Canada)

Isaac Jogues, Jean de Brébeuf, and six other missionaries came from France to North America bring the Gospel to native people. Today, there are memorials to them all in Auriesville, New York, and Mission Sainte-Marie, Ontario.



20

21

22

23

24 Anthony Claret 1807-1870



This is not the Saint Anthony who finds lost things. This Anthony was a writer, publisher, social reformer, and bishop who founded the Claretian missionaries. He is the patron saint of weavers.

25

26

27

28 Simon and Jude, 1st century



Like Jesus' other followers, Simon and Jude were crushed by Jesus' Death and made new by his Resurrection and the gift of the Holy Spirit. Jude had to live down a name that sounds like Judas. Maybe that's why people turn to him as the saint of desperate cases.

29

30

31

Learning to LIKE It

“Come on, honey. Time to go!” Rachel sighed and put down her book, looking at the clock.

Her mother tousled her hair as Rachel got to the bottom of the stairs and reached for her coat. “On the way back, we can stop for a root beer float.”

“Mom, could I please stay home?” Rachel asked. “Just this once? Or go over to Lisa’s house and stay with her mom?”

“And have Big Joe ask me where you are? I’m not that brave, Rachel.”

Rachel giggled. Big Joe was OK. He looked like a big brown bear with a huge smile. Some of the other people at the soup kitchen were kind of scary, but not Joe. Joe always said “Please” and “Thank you” when he got his soup. He never grunted at her or called her “Girly.”

“We only go to the soup kitchen once a month,” said her mom. “It’s important to do our part.”

When they arrived at the busy soup kitchen, her mother turned to her. “Rachel. I’m glad you’re here. I know this isn’t your favorite thing.”

Rachel swallowed. “I just feel funny. I don’t know, Mom. But I’m supposed to like doing this, aren’t I?”

“I don’t know if you’re supposed to like it,” her mom said.

“But *you* like it,” Rachel said. Her mom answered with a shrug.

“I don’t like people being hungry. I don’t like people being cold or not having enough money for soap. I wish we didn’t need to do this.”

“Me, too.” Rachel reached for the door handle. “Well, here we go.”

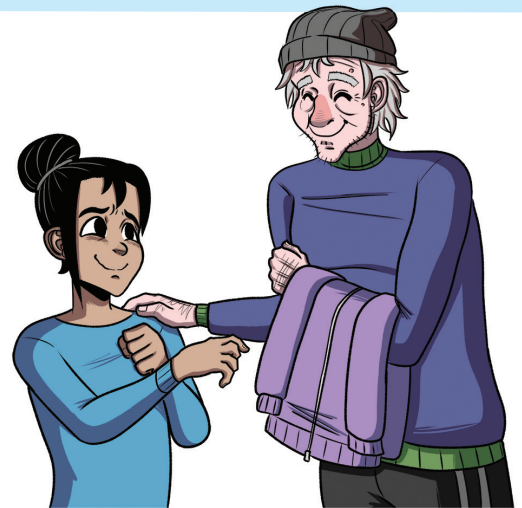
Look who’s here! An elderly man met them at the door and reached over to pat Rachel’s shoulder. Rachel smiled at him. “Let me have your coat, Girly. Yours too, Missus.”

“Thanks, Pete. Nice to see you here.” Rachel’s mom pushed up the sleeves of her sweatshirt. Rachel followed closely behind her.

They joined the others at the serving line. Rachel’s mom soon was talking and laughing with the members of their church. Rachel wished she could think of something to say.

“May I have some soup, please?” Joe stood with his arms at his side, his grin wide. Rachel smiled back. He took the bowl she held out and reached for the bread. “Thank you, dear. So nice to see you today.”

“Nice to see you, too.” Rachel wondered about



Joe’s life and how he had become poor. But soon she was too busy to wonder about anything. She ladled soup and handed out bread. The line of people only seemed to get longer.

A woman with grey hair and purple eye shadow took a bowl from her.

“What’s your name, Girly?” the woman almost shouted as she dropped the bread in her bowl.

Rachel blushed as the room grew quiet, but she smiled and tried to say, “Rachel.” It came out in a whisper, and the lady laughed and screeched, “No need to be shy here, is there? I’m Mrs. Green.”

“Nice to meet you, Mrs. Green. I’m Rachel.”

“Same here, I’m sure.” As the woman walked away, Rachel’s mom leaned down to pat her shoulder.

“Look what we have here!” A parish volunteer walked in, carrying a large, flat box. “Super Saver donated some pies. Isn’t that great?”

Great, thought Rachel. Now they’ll line up for this, too.

But instead, some people cut the pies and other volunteers went from table to table, laughing and smiling. Rachel’s mom handed her a tray and pointed to a corner table, pausing to push the hair away from Rachel’s warm cheeks. As Rachel looked at the table, her heart sank.

Oh, no. No. Mrs. Green’s table. And Pete is there, too. And someone I’ve never seen before and... Joe. Joe’s there, too. OK.

Rachel saw Joe watching her walk toward his table and smiled. He nudged a neighbor and pointed. The neighbor tapped Mrs. Green’s elbow, and the woman screeched, “Well, here comes our honey!”

Some people stopped to look as she passed by, but most of them were too busy eating to pay attention. Joe stood up to take the tray, but Mrs. Green shouted, “Kid has young legs. Get on over, missy.”

“Kid may be shy,” Joe said. “And frightened.”

“Kid’s got nothing to be scared of,” yelled Mrs. Green.

Rachel looked at Joe. *He knows how I feel, Rachel thought. Rachel smiled and walked closer, putting the tray on the table.*

Mrs. Green said, “You got hair just like my granddaughter’s.

Look at that, Pete. She’s the spitting image of my Liza. Not that she spits. Much. What are you laughing at, girl? Think that’s funny? Good! Because it is.”

Pete burst out laughing, the others at the table held their sides like it was the greatest joke they’d heard today, but Joe was watching Rachel. She took a deep breath and smiled at Mrs. Green. “That’s pretty funny, Mrs. Green.”

“She’s about eleven or twelve, in there somewhere. About your age. Pretty little thing. But you don’t want to hear about that. Some old lady’s stories. Don’t matter to me.”

But it did matter. Mrs. Green’s purple eye shadow ran into the corners of eyes that were suddenly red. She rubbed away the tears.

Rachel looked at Pete, and back to Mrs. Green. She looked at Joe, who was watching her carefully.

“Mrs. Green.” Rachel swallowed hard. “I’d like to hear about your granddaughter. What grade is she in?”

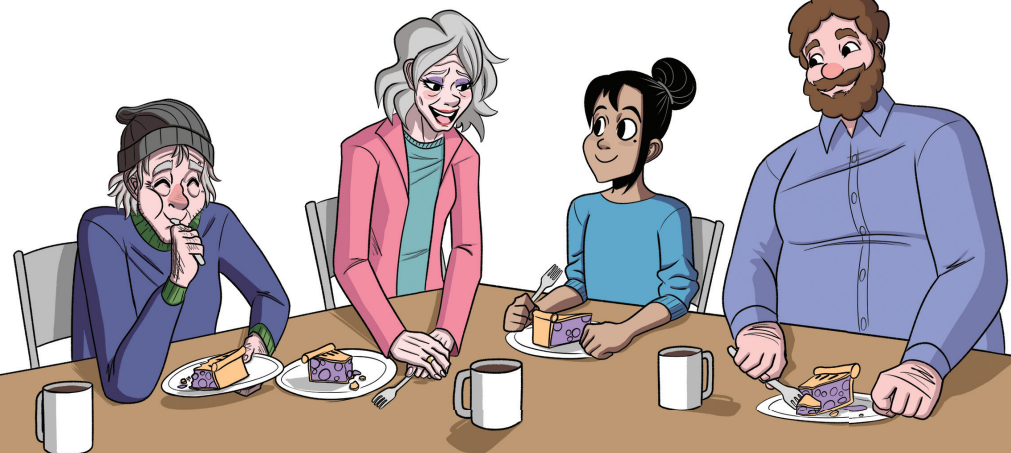
One of the men pulled over a chair and another cut his pie in half and pushed it toward Rachel. Mrs. Green’s voice quivered at first, but her voice became softer as she told about her granddaughter. Slowly, Rachel relaxed against the back of the folding chair.

She looked at Joe, who gave her a slow, wide smile that reached his eyes and lit them up.



- 1 How does Rachel feel about helping at the soup kitchen? Why does she feel this way?
- 2 Why does Rachel’s mom insist that she help out there?
- 3 How does Rachel change in this story? Who helps her change?
- 4 Who helps you change and grow? How?
- 5 If you received one million dollars to give away to others, how would you spend it?

Read about how other students responded to this question.



SUNDAY GOSPEL

26th Sunday in Ordinary Time

Luke 16:19–31

The Rich Man and Lazarus

Narrator: One day, Jesus told the Pharisees a story.

Jesus 1: Once there was a rich man who dressed in royal purple and fine linen. His meals each day were a feast. At the rich man's gate lay a beggar, a man named Lazarus, who was covered with sores. Lazarus wished he had even the scraps from the rich man's table to eat. Dogs came and licked his sores.

Jesus 2: When Lazarus died, angels carried him into the arms of Abraham. Then the rich man died, too, and was buried. He ended up in Hell, where he was in torment. When the rich man looked up, he saw Abraham far off with Lazarus resting in his arms.

Rich Man: Father Abraham, have pity on me. Send Lazarus to put a

drop of water on my tongue, for I am tortured in these flames.

Abraham: Remember how well you lived when you were alive and how miserable Lazarus was. Now he has found comfort, but you have found torment. He cannot help you. Between you and us is a great chasm (*kaz-um*) that no one can cross.

Rich Man: If you can't help me, at least send Lazarus to my father's house and warn my five brothers, so they don't wind up in this place of torment.

Abraham: Your brothers can pay attention to the word of Moses and the prophets.

Rich Man: They need more. If someone went to them from the dead, they would change their ways.



Abraham: If your brothers will not listen to Moses and the prophets, they will not be persuaded even if someone rises from the dead.



- 1 Why doesn't the rich man ever take leftovers from his feasts to Lazarus? How could he have helped Lazarus?
- 2 What do you think the chasm stands for? What do the arms of Abraham stand for?
- 3 Compare the rich man's actions toward the beggar with the way that Rachel and her mom treat Joe.
- 4 What does Jesus want us to learn from this Gospel story?



Connecting GOSPEL and DOCTRINE

In Sunday's Gospel, a rich man eats meals that are feasts. A beggar sits at the rich man's gate, but the rich man never notices him. The rich man never even thinks of the simple act of sharing his leftovers.

Jesus challenges us who eat at his table at each Eucharist to share ourselves and our riches. The *Catechism* teaches us that

Jesus Wants Us to See People in Need

"the Eucharist commits us to the poor. To receive in truth the Body and Blood of Christ . . . we must recognize Christ in the poorest, his brethren" (1397).

This Gospel story does not ask us to take on the whole world, but rather to notice people in need who are near us—like Lazarus at the rich man's gate.



- 1 The rich man ignores Lazarus. What keeps us from noticing the needs of other people?
- 2 In what ways can your family help someone in your community right away?



Turn to page 5 in *What the Church Believes and Teaches*. Your teacher will arrange your class into small groups and assign each a paragraph to read and share with the class. Then turn to page 51. This Sunday's Gospel teaches us about how we must treat others. Catholic social teaching includes all of the ways we respect human life. Which of the seven themes can you find in this Sunday's Gospel?

At Mass, the First Reading Comes From the Old Testament

Each Sunday at Mass we read from the Old Testament. The Old Testament is the first part of the Bible. It tells the history of the Jewish people, who are Jesus' ancestors and our ancestors in faith.

This Sunday's First Reading comes from the prophet Amos, a man who spoke God's words to the People of Israel long before Jesus' time. A prophet had special work during the centuries when Israel had kings.

In these times, a king worried about how his kingdom was getting along with other kingdoms. The people worried about making a living. Prophets were the men and women who said what God thought about things. They often, like Amos, sent warnings to the king and the people.

Read Amos 6:1a, 4–7, this Sunday's First Reading.

“Woe to the complacent,” says the prophet Amos. What does *complacent* mean?

Complacent means self-satisfied and smug. Complacent people have life so good they can't imagine anything bad happening.

Who does Amos think is complacent? Amos is a shepherd from the country. The rich lifestyle of the king's court shocks him. He finds that the leaders are too satisfied with their wealth and care too little about the poor.

Amos warns the rulers that God expects them to treat the poor justly.

Amos is the earliest prophet whose words are preserved in the Bible. He spoke for God during the reign of Jeroboam II, the king of the ten northern tribes of Israel from 786 to 746 B.C. Jeroboam's reign was 41 years of peace and prosperity.

But Amos warns the complacent king and court that they cannot just eat, drink, and play music. If they do not care for the poor, God will destroy them instead of saving them. God will bring them mourning instead of joy.

Catholics are still concerned with making sure that all people have the basic things they need to live a good life. **Catholic social teaching** tells us how we should treat others and use our resources.

The seven themes of Catholic social teaching include: respect for life and dignity for the human person; the duty to seek the common good; the right to what is necessary for life and the duty to defend others' rights to these things; special care for the poor and needy; the dignity of work and the rights of workers; taking care of our whole human family; and caring for Creation.



Catholic FAITH WORD

CATHOLIC SOCIAL TEACHING The Church's teachings about our responsibilities in building a just society in which all people have what they need to live with dignity.

Justice Prayer

All: Happy are people who keep faith, do justice for the oppressed, and give food to the hungry.

Group 1: God sets captives free, gives sight to the blind, raises up the lowly, loves the just, and protects the stranger.

Group 2: The fatherless and widows God holds up and stops the wicked in their tracks. God will reign forever through all generations.

Take turns mentioning the ways you can think of that we can help people in need today.

All: We believe in God. We will do justice for the oppressed. We will give food to the hungry. Amen.

—Based on Psalm 146

How many Gospel writers are there? There are four: Matthew, Mark, Luke, and John. This fall, the Sunday Gospels are from Luke's Gospel.

Luke is a *gentile*, a person who is not Jewish, who becomes a follower of Jesus. Luke goes with Saint Paul on some of his missionary journeys. Saint Paul preaches Jesus' Good News to the gentiles. He starts many Christian communities in regions around the Mediterranean Sea.

Luke is the third person to write a Gospel. Mark writes the first. Both Matthew and Luke use Mark's narrative and add other stories and teachings about Jesus that early Christians told. Luke writes his Gospel to help gentiles know Jesus.

Luke also tells stories about Jesus that no other Gospel does. These show how Jesus treats poor people and outsiders. This Sunday's Gospel shows how God sees a poor beggar and a rich man. In upcoming *Venture* lessons, Jesus holds up a poor widow as a model of praying always. He heals sick people whom others avoid. He eats with Zacchaeus and his tax collector friends.



Each of the Gospel writers has a special symbol. Luke's symbol is an ox. The ox was used for special sacrifices in the Temple of Jerusalem. Luke's Gospel begins and ends in the Temple.

Luke doesn't make up these stories. He listens to people who knew Jesus and traveled with him during his lifetime. Early Christians told stories about Jesus every time they gathered for Eucharist, just as we do. Luke hears the stories and writes them down in a Gospel.

Gospel means "good news." In Luke's Gospel, Jesus tells us what God has sent him to do—

**The Spirit of the Lord is upon me.
The Spirit has anointed me to bring good news to the poor,
liberty to captives,
sight to the blind,
and freedom to the oppressed.**

Luke 4:18

Jesus' Good News is that there is a place for everybody in God's love.

Turn to page 4 of *Venture* and look at the small type above this Sunday's Gospel Reading. It reads: **Luke 16:19–31**. This is a *citation*, the chapter and verses where you will find this story about Lazarus and the rich man in the Bible. This is one of Jesus' stories, and it is in the New Testament part of the Bible.

1 Go to the New Testament part of the Bible. Use the Table of Contents to find Luke's Gospel.

2 Find chapter 16 in Luke's Gospel. Then look for the small numbers next to the sentences. We call each numbered sentence or group of sentences a *verse*.

3 Find the verse marked 19.



Heaven for me is hidden in a little Host Where Jesus, my Spouse, is veiled for love.

—Saint Thérèse of the Child Jesus (Lisieux)

In The Bible

The Bible is a big book made up of smaller books. The books of the Bible are divided into two sections: the Old Testament and the New Testament. All year long, *Venture* teaches about Jesus as we meet him in the Gospels and about Jesus' Jewish ancestors whom we read about in the Old Testament.

This Sunday, the First Reading is from the Book of Amos, an Old Testament prophet.

The Gospel for this Sunday is from the book called the Gospel According to Luke.

Use the step-by-step directions to find two readings for this Sunday in a Bible.



PRACTICE

Here are two more Bible citations. Can you find them in the Bible and finish the sentences?

Ezekiel 36:26 I will give you a

Luke 11:2-4 Jesus said, "When you pray, say..."



Answers are in the Teaching Guide.

5 Read all the verses between verse 19 and verse 31. This is Sunday's Gospel story.

4 Now find the verse marked 31.

Congratulations!
Now you can find your way through the Bible.

Follow the same steps to find the Second Reading for this Sunday, which is **1 Timothy 6:11-16**.

FAMILIES:
Read a reflection on this quote.



Blessed Pope John Paul I

The Smiling Pope



Pope John Paul I led the Catholic Church for thirty-three days.

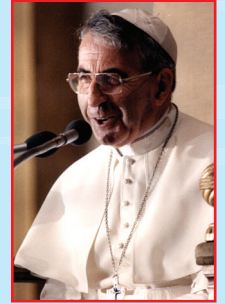
He died of a heart attack on September 28, 1978. His papacy is one of the shortest of any of the 266 popes. But

he served in the Church for fifty years, and his teachings and plans have lasted long after his death.

Cardinal Albino Luciani was elected pope on August 26, 1978. He chose the name John Paul to honor the two popes who came before him: John XXIII and Paul VI. Pope John Paul I is known as “the smiling Pope.” He is smiling in many of his pictures—in crowds, at Mass, and talking with children.

A Pope begins as a priest. He is usually named a bishop

and then a cardinal before he is elected Pope. A bishop selects a coat of arms. This is a drawing that tells his life story. It often includes details about his family and his faith.

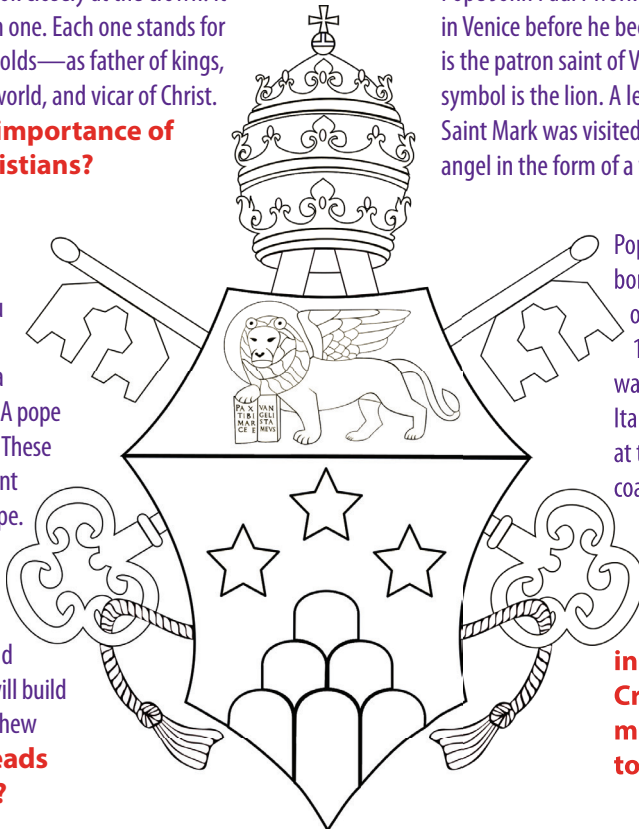


Start at the top the coat of arms for Pope John Paul I. Read each item, and color it on the coat of arms. Think about the symbols you would choose to describe you, your family, and your faith.

The top of the crest shows the papal tiara, or **crown**. Pope John Paul I chose not to wear the crown when he became pope. Look closely at the crown. It is three crowns in one. Each one stands for a title the Pope holds—as father of kings, governor of the world, and vicar of Christ.

What is the importance of three to Christians?

Every pope’s coat of arms has two **keys**. When you move into a new home, you need a key to get inside. A pope receives keys too. These keys stand for Saint Peter, the first pope. Peter’s name means *rock*. Jesus told him, “You are Peter, and upon this rock I will build my church” (Matthew 16:18). **Who leads your family?**



The winged **lion** stands for the Apostle Mark, one of the four Gospel writers. Pope John Paul I worked for the Church in Venice before he became Pope. Mark is the patron saint of Venice, and its symbol is the lion. A legend tells that Saint Mark was visited in a dream by an angel in the form of a winged lion.

Pope John Paul was born Albino Luciani on October 17, 1912. His family was from northern Italy. These “bumps” at the bottom of his coat of arms remind us of the tall **mountains** in the Dolomite region. **What in God’s Creation is most special to you?**

The five-pointed **stars** are for Mary, Jesus’ mother. Mary was born and lived without sin. At the end of her life, Mary did not die as all people do. She was *assumed*—taken body and soul—directly into Heaven. Mary’s Assumption into Heaven is the fourth Glorious Mystery of the Rosary. **Pray these mysteries together.** (See page 54 in *What the Church Believes and Teaches*.)

Pope John Paul I will be beatified on September 4. This is a step on the way to becoming a saint. He will be known as Blessed Pope John Paul I.

With My Family and Friends

Scan here for  parent resources
or go to gospelweeklies.com/family



Pray

Jesus, help me to act selflessly and treat others as you would. I will work with others—and with you—so that everyone can receive what is good during this lifetime and beyond. Amen.



Think

Whom did I notice today? Who needs help?



Act

Go to the grocery store (or your own kitchen) and select an item to donate to your local food bank or soup kitchen. Bring your donations to Mass and place the item in the collection bin.

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WHAT THE CHURCH BELIEVES AND TEACHES

Catechism Handbook

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WHAT THE CHURCH BELIEVES AND TEACHES **HANDBOOK**



PFLAUM GOSPEL WEEKLIES Faith Formation Program



Believe



How much do you really know about your family? Do you know what country or countries your ancestors came from? Can you name some of the traits that run in your family?

One part of growing up is learning all you can about where you came from. It helps you know where you are going. It does not make much sense to dream of being a basketball star if members of your family are short. It makes even less sense if your grandpa was a math whiz and everyone says you are a lot like him. Then you might want to think about a future in which you use your gift for numbers.

As a baptized member of the Catholic Church, you belong to a special family of faith. In that family, persons of all nations and races come together as brothers and sisters in Christ. They share gifts and duties common to them all. The gifts are the sacraments, the Bible, and other helps for growing closer to God. The duties are to love and serve everyone and to obey church leaders.

When you think about it, whatever makes a human family better improves

life in the family of God, too. Just as good parents constantly give children signs of their love, so does God the Father show us his constant love through the sacraments. Just

as good parents talk with their children, so does God speak with us through the Scriptures. Just as children love their parents by helping out in the family, so do we love God by caring for Creation and everyone in it. Just as good children accept guidance from their

parents, so do we respect and obey our church leaders.

Church leaders have spoken to us through a book called the *Catechism of the Catholic Church*. Although the book may be difficult for you to read, it contains truths that you should know. That is where this book comes in. It will help you learn some of the most important parts of the *Catechism*.

There are other ways to learn about your faith, too. The sacraments, for example, can be learning experiences. When we celebrate the Mass, we do what the Apostles taught the first Christians to do, and in this way we learn from the Apostles themselves.

**You belong
to a special
family of
faith.**

Seven Themes of Catholic Social Teaching

Society ensures social justice when it provides the conditions that allow associations or individuals to obtain what is their due, according to their nature and their vocation. Social justice is linked to the common good and the exercise of authority (CCC, 1928).

Life and Dignity of the Human Person

All human life is sacred. Those actions are good which protect the dignity of the human person.

Call to Family, Community, and Participation

All persons have the right to belong to society—and the duty to seek the common good.

Rights and Responsibilities

Every person has a right to life and to everything that is necessary for life. Every person has the duty to defend others' rights to these things.

Option for the Poor and Needy

The story of the Last Judgment (Matthew 25:31-46) tells us to put the concerns of the poor and needy ahead of everyone else's concerns.



Photo credit: CIRC

The Dignity of Work and the Rights of Workers

Everyone has a right to a good job that pays fair wages. Everyone has the right to own property and to invest money. Workers have the right to form unions and to organize activities that protect their rights.

Solidarity

We are one human family. All human beings deserve respect, and it makes no difference what country they come from, what color they are, how rich or poor they are, and what ideas they believe in.

Care for God's Creation

We show respect for God by caring for God's Creation. Our faith in God calls us to be good stewards of the earth God gave us.

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Teaching Guide Preview

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For Catechists and Teachers

Scripture Background

In this Sunday's Gospel, a beggar lies at a rich man's door, but the rich man never even gives him scraps from his plate. Death reverses the fortunes of the two men: the beggar finds comfort in Heaven; the well-fed rich man is now thirsty and suffering.

The rich man asks Abraham to send someone to warn his brothers of the fate that awaits them if they fail to share their worldly goods. But Abraham declines, reminding the rich man that his brothers already have the words of Moses and the prophets. This parable teaches us that to be blessed with eternal happiness in Heaven, we must share our earthly blessings. Further, it reminds us that the words of Scripture, especially Jesus' teachings, will lead us to Heaven—if we heed them.

Connecting Scripture and Doctrine

In the Parable of the Rich Man, the man repented of his selfishness and greed only after he experienced the consequences of his choices. During his lifetime, he neglected the Law of Moses and the teachings of the prophets.

The Church reminds all the faithful to "learn 'the surpassing knowledge of Jesus Christ' by frequent reading of the divine Scriptures" (CCC, 133). Through Jesus' teachings, especially his emphasis on the importance of love for others, including the poor and weak, we have a road map for getting to Heaven. Our responsibility is to stay attentive to Jesus' Word and to put it into action.

Materials

- Venture Student Lesson for 9/25
- Catechism handbook, pages 5 and 51
- Pens or pencils
- Music player and Venture/Visions CDs
- Bible for each child
- 2–3 copies of the *Catechism of the Catholic Church*
- Bible, cloth, candle, matches/lighter
- Name cards from 9/18 lesson; class motto

Suggested Music

- "Send Down the Fire" (CD-2, # 6)
- "Word of Truth and Life" (CD-1, #1)

Lesson Resources

- Venture Activity Book, Activity #29
- Weekly Review Template: gospelweeklies.com/assessment

Single-Session Lesson Pacing Guides

Note: These pacing guides are suggestions on how to present the lesson. Please adapt the lesson to suit your needs.

60-Minute Lesson

Share Experiences (20 minutes)

- Gathering Prayer
- CoverActivity • We Pray with the Saints (page 1)
- Story • Learning to Like It (pages 2–3)
- Discuss the first *Think* question.

Discover Gospel and Doctrine (20–25 minutes)

- Sunday Gospel • The Rich Man and Lazarus (page 4)
- Discuss the *Think* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 5 and 51.

- Our Catholic Faith (page 5)

Live the Gospel (15–20 minutes)

- Activity • Finding My Way In The Bible (pages 6–7)
- Closing Prayer

Take-Home

- Have the children read the Saints feature on page 8 at home.
- Activity • Catholic Social Teaching (*Venture Activity Book*, Activity #29)
- Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.

90-Minute Lesson

Share Experiences (20–25 minutes)

- Gathering Song • "Send Down the Fire" (CD-2, #6)
- Gathering Prayer
- Cover Activity • We Pray with the Saints (page 1)
- Story • Learning to Like It (pages 2–3)
- Discuss the *Think* questions related to the story.

Discover Gospel and Doctrine (40–50 minutes)

- Gospel Ritual • "Word of Truth and Life" (CD-1, #1)
- Sunday Gospel • The Rich Man and Lazarus (page 4)
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 5 and 51.

- Our Catholic Faith (page 5)
- Catholic Faith Word • Catholic social teaching (page 5)

Live the Gospel (20–25 minutes)

- Activity • Finding My Way In The Bible (pages 6–7)
- Saints • Blessed Pope John Paul I (page 8)
- Catholic Social Teaching (*Venture Activity Book*, Activity #29)
- Closing Prayer

Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.

Lesson Theme: Jesus asks us to notice people in need.

Five-Day Lesson Pacing Guide

Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.

Day 1

Share Experiences

- Gathering Song • “Send Down the Fire” (CD-2, #6)
- Gathering Prayer (see page TG1-10)
- Cover Activity • We Pray with the Saints (page 1)
- Story • Learning to Like It (pages 2–3)
- Discuss the *Think* questions related to the story.
- Closing Prayer • *Loving God, help us to notice those who are in need. Amen.* (Repeat.)

Day 2

Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, help us to notice those who are in need. Amen.* (Repeat.)
- Gospel Ritual • “Word of Truth and Life” (CD-1, #1)
- Sunday Gospel • The Rich Man and Lazarus (page 4)
- Discuss the *Think* questions related to the Gospel.
- Closing Prayer • *Loving God, help us to listen to your Word. Amen.* (Repeat.)

Day 3

- Gathering Prayer • *Loving God, help us to listen to your Word. Amen.* (Repeat.)
- Connecting Gospel and Doctrine (page 4)
- Discuss the *Think* questions related to doctrine.
- Catholic Faith Word • Catholic social teaching (page 5)

 **Distribute the *What the Church Believes and Teaches* handbooks. Turn to pages 5 and 51.**

- Our Catholic Faith (page 5)
- Closing Prayer • *Loving God, help us to follow your commands. Amen.* (Repeat.)

Catholic Identity Project of the Week

Read the Corporal Works of Mercy (see page 50 in *What the Church Believes and Teaches*). Discuss how both Lazarus and the rich man could have benefited from them. Ask your students to consider how they could live out these works in their own lives. Invite the students to commit to living out one work this week.

Day 4

Live the Gospel

- Gathering Prayer • *Loving God help us to follow your commands. Amen.* (Repeat.)
- Activity • Finding My Way In The Bible (pages 6–7)
- Saints • Blessed Pope John Paul I (page 8)
- Closing Prayer • *Loving God, help us choose to notice and act with love. Amen.* (Repeat.)

Day 5

- Closing Prayer • *Loving God, help us choose to notice and act with love. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Activity • Catholic Social Teaching (*Venture Activity Book*, #29)
- Closing Prayer • (see page TG1-11)

Friday Take-Home

Remind the children to share their lesson with their families and do the *With My Family and Friends* activities on page 8 together.

Curriculum Connections

- **Health:** Have the students bring in magazines they can cut up. Discuss what it means to be healthy—emotionally, intellectually, physically, socially, and spiritually. Direct small groups to create collages of examples of the different types of health. They should also write or cut out words that describe these types of health. (NHES.1.5.2)
- **ELA:** Direct the students to read a short nonfiction piece (e.g., from a magazine or newspaper). Have them explain what the piece says, using examples from the text to support their analysis. (CCSS.ELA-Literacy.RI.4.1)

Extending the Lesson

Saints and Feast Days to Celebrate

- **September 25: World Day of Migrants and Refugees** – Pray for migrants and refugees and all who have left their homes to seek a better life.
- **September 27: Saint Vincent de Paul** – After learning of the spiritual needs of the poor in France, Vincent devoted his energy to what is now the Congregation of the Mission, known as the Vincentians. He founded organizations to

provide spiritual and physical relief to the poor and sick. **Act:** Help at or collect money for a charity that serves those in need.

- **September 30: Saint Jerome** – Saint Jerome had a strong devotion to Scripture. His translation of the Bible became the official text used by the Church. Jerome said, “Ignorance of Scripture is ignorance of Christ.” **Act:** Memorize a passage from the Bible.




Teaching This Week's Lesson

Share Experiences

Objectives • The children will:

- Identify and research saints' feast days.
- Identify with the experience of serving others.


 Play and sing "Song of the Body of Christ" (CD-1, #14). Lyrics are available to download and print at gospelweeklies.com/lyrics.

Gathering Prayer Gather the children in a prayer circle. Open the Bible to the Sunday Gospel. Ask the children to share any petitions they wish. Gather their petitions in the following prayer: Loving God, you hear our prayers. We trust in your love for us. Bless our time together today. Amen.

Cover Activity • **We Pray with the Saints (page 1)** Give the children some time to review the biographies of the saints listed. Note specifically Cardinal John Henry Newman on October 9, one of the Church's most recently canonized saints. You may choose to ask your students to identify saints' days for some of the blank spaces; assign this activity as homework.

Story • **Learning to Like It (pages 2-3)** Before turning to the story, ask the children if their parents have ever said to them, "You'll learn to like it" or similar words. **Ask:** Did that happen? Why or why not?

Direct the children to open *Venture*. **Ask:** Can you tell from the title and illustrations what the story might be about? Have you helped cook or serve in a food program? Read the story aloud together as a class or give the children time to read it to themselves quietly. Ask for reactions to Rachel's feelings throughout the story. Why might she learn to like serving at the soup kitchen?

 **Discuss the Think questions on page 3. Answers:**
 1. Open-ended; it could be that Rachel is uncomfortable at the soup kitchen. It's an unfamiliar situation. Ask the children how Rachel could overcome that feeling. How about bringing along a friend?
 2. Their family has committed to volunteering; Rachel's mom wants her to be aware of those who are in need.
 3. Rachel gets physically and emotionally closer to the people she serves; Joe senses her nervousness. Her mom helps, too, by encouraging Rachel to be brave.
 4. Open-ended. Note that these models don't need to be adults; they can be the friends with whom we choose to surround ourselves.
 5. Have the children consider this question on their own first; then use the QR code on page 3, lower right, to link to a page of student responses.


Discover Gospel and Doctrine


Objectives • The children will:


- Recognize that Jesus asks us to notice the needs of the people around us.
- Explore the *Catechism of the Catholic Church* as presented in their *What the Church Believes and Teaches* handbooks.
- Apply Catholic social teaching to the Sunday Gospel.
- Connect Amos's Old Testament message to Catholic social teaching.

Gospel Ritual Gather in the space you have reserved for proclaiming the Gospel. Play and sing "Word of Truth and Life" (CD-1, #1).

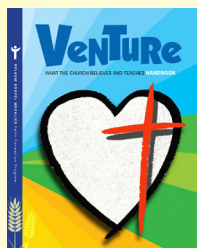
Sunday Gospel • **The Rich Man and Lazarus (page 4)** Ask for five volunteers to take the parts of Narrator, Jesus 1 and 2, Rich Man, and Abraham and have them proclaim the Gospel.

 **Discuss the Think questions on page 4. Answers:**
 1. He may not have wanted to waste his time on a beggar, or he may not have even noticed Lazarus was there. Open-ended; he could have been more aware of the needs of others and more generous with his surplus.
 2. The chasm stands for a space between Heaven and hell; it is also the blind spot that prevents one person from understanding another, and the blindness of indifference or not wanting to notice. The arms of Abraham is a metaphor for the rest and happiness that people will find Heaven.
 3. In life, the rich man ignores Lazarus completely. Rachel and her mother notice Joe and have a relationship with him. It is not just charity. This is the way that Pope Francis wants us to treat people who are poor or homeless.
 4. Jesus wants us to recognize the needs of those around us and do something about them.

 **Connecting Gospel and Doctrine** • **Jesus Wants Us To See People in Need (page 4)**
 Read this feature as a summary of Sunday's Gospel concept.

 **Discuss the Think questions on page 4. Answers:**
 1. Our own selfishness, but it's most often a case of being too busy or self-centered to really notice the needs of others.
 2. If you see someone in distress, you can get them to people who can help. Supporting these organizations—shelters, food pantries, soup kitchens—through donations of money or time is also a way that you can make a difference right away.

 **Distribute the children's *What the Church Believes and Teaches* handbooks.**



What the Church Believes and Teaches

Believe (page 5)
Seven Themes of Catholic Social Teaching (page 51)

Turn to page 5. Arrange your group into three smaller groups.

Assign Group 1 to read aloud the third paragraph on page 5. Instruct them to prepare summary of that paragraph for their classmates. Suggest that they emphasize these words: family of faith, gifts and duties.

Assign Group 2 to read and summarize the fourth paragraph. In their summary, they should describe how God is like a parent and how Catholics are like children in a family.

Distribute copies of the *Catechism of the Catholic Church* to Group 3 to examine. This group will describe the *Catechism* to their classmates—number of pages, format (numbered paragraphs), reading level. Point out to them that the Table of Contents of the *Catechism* has the same four parts as their handbooks.

Turn to page 51. Ask the children to tell you what they think the title means. Summarize that the Catholic Church has always taught about the best way for people to live together in a society.

Read the titles of the seven themes aloud together. This week's story stresses care for the poor and needy, as well as solidarity, specifically, that we are our brothers' keepers. These are also the themes we find in this Sunday's Gospel.

Have the children close the *What the Church Believes and Teaches* handbooks and return to *Venture*, page 5.

Our Catholic Faith • At Mass, the First Reading Comes From the Old Testament (page 5)

Make sure the children know the First Reading each Sunday is from the Old Testament—the first forty-six books of the Bible. Read the first three paragraphs aloud as a group. Distribute Bibles, read the First Reading together, and discuss Amos's message. Save the Justice Prayer to conclude class.

Catholic Faith Word • Catholic social teaching (page 5) This week's story and Sunday Gospel Reading show that we are constantly working for social justice as we notice the needs and hopes of people around us and work together to meet them.

Live the Gospel

Objectives • The children will:

- Identify the stories and timeframe of the Gospel of Luke.

- Follow step-by-step instructions to locate Bible citations.
- Identify their personal priorities to help people in need.

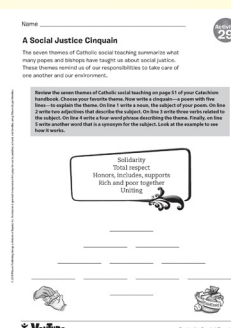
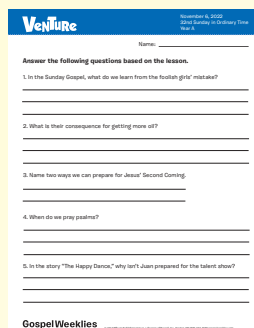
Living the Gospel • Finding My Way in the Bible (pages 6-7) Begin the activity by reading aloud the introduction to Luke's Gospel on page 6. This activity provides children with step-by-step directions to finding this Sunday's readings in the Bible. The children will feel very empowered when they learn how to find their way through the Bible. Begin by reading the paragraphs in the book shape aloud with the children.

Distribute the Bibles and let the children work individually or in pairs. If time permits, have them look up the two citations in the Practice box. **Answers:** (*I will give you. . .*) a new heart, and a new spirit I will put within you. I will remove the heart of stone from your flesh and give you a heart of flesh. (*Jesus said, "When you pray say. . ."*) Father, hallowed be your name, your kingdom come. Give us each day our daily bread and forgive us our sins for we ourselves forgive everyone in debt to us, and do not subject us to the final test."

Saints • Blessed Pope John Paul I (page 8) The beatification of Pope John Paul I is scheduled to take place on September 4. Pope John Paul I died in 1978 after being Pope for just thirty-three days. Read aloud the introduction, and give the children time to read and color in the parts of the Pope's coat of arms.

Closing Prayer • Justice Prayer (page 5) Arrange the class into two groups. After the first "All" part, mention some of the names of the saints from the cover. These are people who are our models to "keep faith, do justice for the oppressed, and give food to the hungry." Give the children the opportunity to share the ways they can help people in need.

Lesson Wrap-Up



Visit gospelweeklies.com/catechists-teachers to download this week's lesson review.

Use Activity #29 from the *Venture Activity Book* as a take-home activity or lesson wrap-up.

VenTuRe

Parent Teaching Pages Preview

- Easy-to-use guides that walk parents through teaching each lesson with step-by-step instructions, background information, and discussion starters.
- Parents who are assisting their children at home will benefit from these simplified guides.
- Available in English and Spanish.





Sunday Gospel Background

Although a beggar lies at his door, the rich man never even gives him scraps from his plate. But when the beggar finds comfort in Heaven; the well-fed rich man is thirsty and suffering. He asks Abraham to send someone to warn his brothers, but Abraham declines, reminding him that his brothers already have the words of Moses and the prophets. This parable teaches us that to be blessed with eternal happiness in Heaven, we must share our earthly blessings. Further, it reminds us that the words of Scripture, especially Jesus' teachings, will lead us to Heaven—if we heed them.

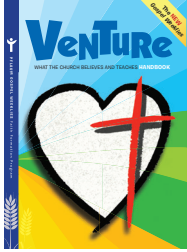
Share Experiences

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

- Pray together** "Loving God, you hear our prayers. We trust in your love for us. Bless our learning today. Amen."
- Cover Activity • We Pray with the Saints (page 1)** Review the saint biographies together.
- Story • Learning to Like It (pages 2-3)** Give your child time to read the story silently.
- Discuss the Think questions on page 3.** *Answers: 1. Open-ended; it could be that Rachel is uncomfortable at the soup kitchen. It's an unfamiliar situation. 2. Their family has committed to volunteering; Rachel's mom wants her to be aware of those who are in need. 3. Rachel gets physically and emotionally closer to the people she serves; Joe senses her nervousness. Her mom helps, too, by encouraging Rachel to be brave. 4. Open-ended. Note that these models don't need to be adults; they can be the friends with whom we choose to surround ourselves. 5. After your child consider this question, use the QR code to link to a page of student responses.*

Discover Gospel and Doctrine

- Sunday Gospel • The Rich Man and Lazarus (page 4)** Proclaim the Gospel by sharing the reading parts.
- Discuss the Think questions on page 4.** *Answers: 1. He may not have wanted to waste his time on a beggar, or he may not have even noticed Lazarus was there. Open-ended; he could have been more aware of the needs of others and more generous with his surplus. 2. The chasm stands for a space between Heaven and hell; it is also the blind spot that prevents one person from understanding another, and the blindness of indifference or not wanting to notice. The arms of Abraham is a metaphor for the rest and happiness that people will find in Heaven. 3. In life, the rich man ignores Lazarus completely. Rachel and her mother notice Joe and have a relationship with him. It is not just charity. This is the way that Pope Francis wants us to treat people who are poor or homeless. 4. Jesus wants us to recognize the needs of those around us and do something about them.*
- Connecting Gospel and Doctrine • Jesus Wants Us To See People in Need (page 4)** Read this feature as a summary of Sunday's Gospel concept.
- Discuss the Think questions on page 4.** *Answers: 1. Our own selfishness, but it's most often a case of being too busy or self-centered to really notice the needs of others. 2. If you see someone in distress, you can get them to people who can help. Supporting these organizations—shelters, food pantries, soup kitchens—through donations of money or time is also a way that you can make a difference right away.*



- **Open the *What the Church Believes and Teaches* handbook to page 5.** Take turns reading the page, switching at each paragraph. Ask your child to describe how God is like a parent and how Catholics are like children in a family.

Turn to page 51. **Ask:** What do you think the title means? Summarize that the Catholic Church has always taught about the best way for people to live together in a society. Read the titles of the seven themes aloud together. This week's story stresses care for the poor and needy, as well as solidarity, specifically, that we are our brothers' keepers. We also find these themes in this Sunday's Gospel.

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

- **Our Catholic Faith • At Mass, the First Reading Comes From the Old Testament (page 5)** Take turns reading the page aloud, stopping to read the First Reading together from the Bible. Discuss Amos's message. Save the Justice Prayer for later.
- **Catholic Faith Word • Catholic social teaching (page 5)** This week's story and Sunday Gospel Reading show that we are constantly working for social justice as we notice the needs and hopes of people around us and work together to meet them.

Live the Gospel

- **Living the Gospel • Finding My Way in the Bible (pages 6-7)** This activity provides step-by-step directions to finding this Sunday's readings in the Bible. Have your child use a Bible to work independently but be available to help as needed. Then have your child look up the two citations in the Practice box. **Answers:** *(I will give you...) a new heart, and a new spirit I will put within you. I will remove the heart of stone from your flesh and give you a heart of flesh. (Jesus said, "When you pray say...") Father, hallowed be your name, your kingdom come. Give us each day our daily bread and forgive us our sins for we ourselves forgive everyone in debt to us, and do not subject us to the final test."*
- **Saints • Blessed Pope John Paul I (page 8)** Read aloud the feature and give your child time to read and color in the Pope's coat of arms.
- **Closing Prayer • Justice Prayer (page 5)** Have your child read the Group 1 part. You can read Group 2. After reading the first "All" part together, mention some of the saints from the cover. These are people who are our models to "keep faith, do justice for the oppressed, and give food to the hungry." Talk about ways your family can help people in need.



Parent Resources

For weekly materials lists, videos, assessments, and more, scan this code or go to pflaumweeklies.com/family
Visit www.usccb.org/bible/readings to read this Sunday's Scripture.

VenTuRe

ACTIVITY BOOK



Includes:

**32 Gospel and
Doctrine Activities**

**Early Start and
Late Close
Lessons**



PFLAUM GOSPEL WEEKLIES Faith Formation Program




Name _____

A Social Justice Cinquain

The seven themes of Catholic social teaching summarize what many popes and bishops have taught us about social justice. These themes remind us of our responsibilities to take care of one another and our environment.

Review the seven themes of Catholic social teaching on page 51 of your Catechism handbook. Choose your favorite theme. Now write a cinquain—a poem with five lines—to explain the theme. On line 1 write a noun, the subject of your poem. On line 2 write two adjectives that describe the subject. On line 3 write three verbs related to the subject. On line 4 write a four-word phrase describing the theme. Finally, on line 5 write another word that is a synonym for the subject. Look at the example to see how it works.

Solidarity
 Total respect
 Honors, includes, supports
 Rich and poor together
 Uniting





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