

**Catechist Handout for
OVERVIEW OF THE BIBLE
Week 4 – 10/17/2021**



CATECHIST NOTES

Background Material

- **The Bible: A Brief History**
<https://www.youtube.com/watch?v=7tJBch5QtJk>- Catechists and peers please watch this short video before class.

- **Understanding The Bible: A Catholic Guide To The Word of God.**
<http://www.beginningcatholic.com/understanding-the-bible>

DEI VERBUM - DOGMATIC CONSTITUTION ON DIVINE REVELATION
http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651118_dei-verbum_en.html - this is the Vatican II document on Scripture. Read it in sections.

What is the Bible all about?
www.youtube.com/watch?v=OYUOumlbrM

Short large group presentation in the Church will include the short video below

What Is The Bible?
<https://www.youtube.com/watch?v=ak06MSETeo4>

Team Challenge Answers

Proverbs 8:17 – p 824
Jeremiah 29:11 – p 1075
John 3:16 – p 1482
1 Peter 5:6-7 – p 1764

OBJECTIVES – what you want to accomplish in this session

1. Continue to build a sense of community and belonging within your group.
2. Make sure the teens know how to locate a passage in Scripture (see image on TH p.1 and CYB(tan) p. 14)
3. Help your teens see the Bible as God’s story and the story of all humankind (including each of them). We refer to these kinds of stories as universal.
4. Introduce the teens to important biblical terms.
5. Continue to explore with teens the tools we use for interpreting biblical narratives so that we can understand God’s self-disclosure (revelation) and apply it to our lives (see CYB pp C6-C8).

KEY IDEAS for this week – What we want to communicate this session

- God shares his story with us because he want us to know Him (week 1). The purpose of divine revelation is to make known the relationship between God and God’s people, which we call salvation history.
- Reaffirm that Scripture is one of the primary (but not the only) sources of divine revelation (week 1).
- God chose to use stories to instruct, delight, enchant, touch, teach, recall, inspire, motivate, challenge and inspire us (week 4).
- God not only wants to share information with us, God wants to create an emotional connection with us (weeks 1, 3, 4).
- Like all good stories, each time God’s story is told new insights and meanings arise. This is why we say divine revelation continues and is on-going.
- As Christians we believe the Scriptures convey divinely revealed truth – truth only God knows and chooses to share with humankind through the work of inspired human storytellers who are guided by the Holy Spirit. This is why we say the ultimate author of scripture is God.
 - ★ Truth does not equal fact. Facts are part of truth, but truth is bigger more inclusive than facts. The truth is both objective and subjective.

TONIGHT’S SCHEDULE

5:15- 6:45 pm Small Groups/dismissal

You might want to begin your class tonight with this 3 minute breathing meditation www.youtube.com/watch?v=SEfs5TJZ6Nk

Community Building (35-40 min)

1. **Navigating The Bible Team Challenge (5-7 min)**

- Divide your group into teams of 2
- Direct teens to **Navigating CYB(tan) p.14** & review with the teens how to locate a scripture passage – see if a teen in the group can explain how to use the Bk. Chapter #; verse(s) numbers to find a text.
- Ask all the teens to look up **Deuteronomy 7:9**. Because you are all using the same translation the page numbers will be the same. This will be a practice run to make sure everyone understands the process.
- Direct the teens to the **Team Challenge box** on TH1
- On your count each team is to look up the passages in the Team Challenge box. Once they have located the passage they should write down the page number that the text is found on in the CYB. The first team to finish with the correct page numbers wins.
- Ask the winners to explain
 - How did you find the book, chapter, and verse for each of the scripture passages?

CATECHIST NOTES

Mind Mapping

A mind map is a visual thinking tool that helps structure information, helping learners to better analyze, comprehend, generate new ideas. It is a way to diagram ideas and concepts.

The video shown during large group is one way to create a mind map.

Your peers may have had experience with mind mapping and could lead this exercise. If not the articles below will walk you through the process

See: **What is Mind Mapping? (and How to Get Started Immediately)** – Litemind

<https://litemind.com/what-is-mind-mapping>

Mind Mapping - How to Mind Map

<https://www.mindmapping.com>

SMALL GROUP TIP

The sharing will be more organized, detailed and perhaps deeper when teens have a chance to reflect in writing first.

Key Biblical Terms and concepts – the definitions for all of these terms can be found in the CYB glossary (pp 1741-1751) and many of them are scattered throughout the TH

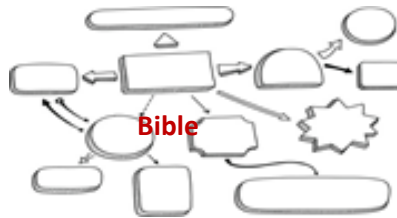
Bible – TH 1
biblical interpretation
canon of Scripture – TH 4
inspiration – TH 5
revelation – Week 1-TH
Pentateuch – TH 5
salvation history TH 4
testament - T H 2
Torah – TH 5

If the teens are not able to explain how they located the passage, or if they say “just flipped through the pages,” then turn to one of the passages and point out where the name of the Book, chapter # and verse #s are located. Point out the **Table of Contents** (pp. 6-7) which will tell them the page #s for the various books.

2. Bible Mind Map (30 min)

- Direct the teens to the **Bible Mind Map** template #1 on TH2
- Introduction (2 min)

In the large group we saw an example of how one person created a Mind Map to explore the overarching themes in the Bible. We are now going to create **Mind Maps** - a visual thinking tool that helps us structure large amounts of information.
- Take a moment to reflect on the following questions and then take 5 minutes to fill in your personal mind map.
 - When you hear the word Bible what comes to your mind?
 - What do you already know about the Bible?
- Make sure all the teens are working on their mind maps. (5 min)
- Draw a large scale mind map on the board (or newsprint) while the teens are working on theirs.
- Ask students to volunteer their ideas to fill in the mind map you have drawn. Make sure all of your teens contribute something to the class mind map (10 min).
 - Invite various teens to come and place key words or symbols on the class map. Push them to make connections between ideas/concepts. If you need to expand the map go to a second piece of newsprint or use the whole white board



Example of a Mind Map template

- Allow 10 minutes of class collaboration on the large map. Then ask the teens to transfer the words on the large map to the Bible Map Template #2 on TH3 (at the end of the this exercise they should have their own mind map and a class map filled out in the TH) (1-2 min)

B. Shared experiences by adults and teens (15 min)

- Direct the teens to the Questions I have about the Bible box on TH p.3 Ask the teens to write 2-3 question they have about the Bible (2-3 min)
- Allow the teens to share their questions. Have the peers/catechist make a master list of questions. Point out that asking questions and assessing our knowledge of the Bible is an important place to begin our exploration of the Bible (5-7 min)
- Catechists and Peers should also share the questions they have about the Bible

C. Catholic Teaching (5-10 min)

- Direct the teens to TH1 **We believe in God’s Epic Story** and go through the four **We Believe** statements. These are the central teachings of the Church about the Bible.
 - ★ One of the major issues many Catholics have about the Scriptures on its veracity. It is important to address this issue at least briefly (in future sessions there will be more opportunities to engage these concerns.
 1. **Truth is more than fact.** Objective observable reality (science) contributes to our understanding of truth but truth is wide and deep. This is why the arts and human creativity is so insightful.
 2. **Human experience is complex** - Just because someone tells you a particular Bible passage means this and only this does not mean they are right.
 3. The more we learn the more astute our interpretation of God’s story becomes.
- **How the Bible came into existence?**
 - The Bible is an ancient library (see TH 2)
 - Both the Hebrews and the Christians had (and still have) access to many sacred texts. So how did they decide which of these writings/books would be included in what we know as the Bible?
 - It happened gradually, over time, under the guidance of the Holy Spirit. Scholars refer to this as the formation of the Biblical Canon (see TH p. 4).
 - ★ The word **canon** is derived from a Hebrew and Greek word denoting a reed or cane. Hence it means something straight, or something to keep straight; also a rule, or something ruled or measured. It came to be applied to the Scriptures, to denote that they contained the authoritative rule of faith and practice; the official accepted standard. A book is said to be **canonical** when it has a right to take a place with the other books, which contain God’s revelation.

“It would be possible to describe everything scientifically, but it would make no sense; it would be without meaning, as if you described a Beethoven symphony as a variation of wave pressure.”
Albert Einstein

Don’t spend a lot of time on this section. The main point is to have teens understand that the Bible as we know it emerged over time. In that sense God reveals him/herself just like we do; gradually, in the context of a relationship.

Teens should also know that great thought was put into the process of which writings would be included in the Biblical canon and why.

- To be included in the Canon of Scripture there had to be evidence of inspired authorship
 - Is the content of the text/book familiar (remember books in both the Old and New Testament were first communicated as part of an oral tradition).
 - Is a given book a reliable source; is it consistent with other sacred texts; does it refer to other sacred texts believed to be inspired by the Holy Spirit or does it contradict other texts?
 - Is it coherent and understandable or is it indecipherable; incomprehensible, nonsensical?
 - Is it complete in itself or is it a fragment of a text?
 - Is there reason to doubt its authenticity? Does it contain false or unsubstantiated teaching? Does it claim things known not to be true – i.e. God is wicked; human wisdom is superior to divine wisdom; God is cruel, petty, jealous, vindictive...

D. Scripture (15 min)

- Ask the teens to turn to Jeremiah 1:1-19
- Make sure the teens have a pencil, pen, or highlighter
- Introduction (use your own words or those words below).

The passage we are about to read illustrates how God reveals and inspires individuals. As you are listening to the passage I want you to follow along in your Bible and underline, circle or highlight the words or phrases that are important to you.

- After the passage is read ask the teens if they want to go back and underline, circle or highlight any other words or phrases.



The Call of Jeremiah

(Jeremiah 1:1-19)

God has revealed himself and inspired individuals throughout salvation history.

DISCUSSION QUESTIONS

- What words or phrases struck you as you heard the story being read?
- What did God ask Jeremiah to do?
- What was Jeremiah's response to being called by God?
- Why do you think Jeremiah said, "I am too young?" What was he trying to tell God?
- Have you ever felt like God was asking you to do something? If yes, what was it? How did that make you feel?
- If no, what might God be calling you to do/be?
- How would you know God is calling you? To whom or what might you turn for help in listening to God?

Catechist Notes

The teens should know that there are lots of Hebrew and Christian writings that were, **and still are**, available to believers and can be helpful in our quest to know God and understand our relationship with Him and each other. Some examples of these are commentaries on the Biblical books, letters written by believers to other believers, throughout Christian history, manuscripts used to instruct new believers, prayer texts, hymns etc. but they are not revered as the Word of God.

Refer to your handout **Facilitating Lectio Divina** in a group setting

Read slowly enough for the teens to mark the words and phrases that are important to them in the passage.

Use the discussion questions in the handout or those provided here to talk about the passage. Remember you will not get through all of them so choose ahead of time.

Point out the resources for understanding this passage that are in the CYB

- the introduction to the book of Jeremiah
- the footnotes
- the articles on page 983 and 985

This would a great place for you or your Peers to share how you felt called to be a catechist/peer

Suggest to your teens that they might like to re-read the passage over again during the week and think about how they are like Jeremiah - a young person God's is calling – and what God might be calling them to do.

E. Putting Faith Into Action (2-3 min)

- Direct the teens to the Let's Recap box TH5
- Ask the teens to fill in at least 2 of the boxes

F. Announcements

- Remind teens to bring their Bible next week. Groups do not work well if everyone is not actively participating!

Catechist Notes

Time for personal reflection is an important part of every group meeting. Teens need to make the information presented their own. Don't skip on this part of the lesson.

LESSON PREPARATION NOTES:

Is there something I want to pick up or go over from last week's class?

Horizontal lines for notes.

My community building activity this week will be

Horizontal lines for notes.

What parts of the lesson will the Peer Ministers lead/facilitate?

Horizontal lines for notes.

Do I need anything from the Faith Office prior to class?

Horizontal lines for notes.

Other

Horizontal lines for notes.

CATECHIST NOTES

Things I will need for class this week:

Horizontal lines for notes.

The Key Ideas/Objectives for this week are

Horizontal lines for notes.

Things I need to consult Teen Faith about

Horizontal lines for notes.

Other

Horizontal lines for notes.