

# Catechist Handout

Week 3 – 10/3/2021

Trust (Covenant)



## CATECHIST NOTES

After the trust walk, tie together the relationship of Covenant and trusting one another. What did they experience in the trust walk and how does that relate to the class this year? It can specifically be spelled out in your class Covenant as well if your class wants to include that as part of it.

### OBJECTIVES

- For our teens to set a faith growth goal while completing their Covenant Prayer
- For the group to develop norms for success while reviewing their Covenant Statement

### OVERVIEW

1. 4:00-5:00pm-Rite of Welcoming Mass
2. 5:15-5:25pm-Short Discussion on Rite of Welcoming Mass/Attendance
3. 5:25-5:55pm-Go outside (if weather permits) and do trust walk. See Teen Faith rep in Narthex before heading outside.
4. 5:55-6:45pm-Small Group Lesson Plan/Dismissal

### LESSON COMPONENTS

- A. Community Building
- B. Shared experiences by adults and teens
- C. Scripture & Prayer
- D. Catholic Teaching/Insight
- E. Putting Faith Into Action

#### Announcements

FLAME 2 only-next session will be your retreat that the Loyola Retreat Center 10/16 & 17.

#### Community Building:

Trust walk outside, see Teen Faith rep in Narthex before heading out

## Shared experiences by adults and teens:

Use an Ice Breaker to help the class get to know each other! Here are some suggestions:

1. **Things in Common:** Have the group count off to create smaller groups of 4 or 5. Each new group's goal is to find 10 things they have in common, with every person in the group. They cannot use anything relating to faith class, body parts, or clothing. Have one person in the group record their list on a sheet of paper. When they are finished with their list, have the group come up with a team name reflective of their similarities. When finished, ask the groups to come back as a whole, and have one person from each group read off their list and team name. This activity helps the group get to know each other more broadly, exploring different specific things they all may have in common. If the teens do not know each other yet, be sure to have them introduce themselves and the members of their team when they come back to the whole group.
2. **Fun Questions:** You can do this as a whole group, or by breaking off into smaller groups. This is a simple ice breaker, asking each participant to answer a more "out-of-the-box" question about themselves. You can prepare some questions of your own ahead of time. Here are some examples:
  - What favorite color are you and how does being that color make you feel?
  - If you could choose an imaginary friend, who would you choose and why?
  - If you could sit on a bench in a beautiful woods, who would you like sitting next to you on the bench and why?
  - Are you sunrise, daylight, twilight, or night? Please share why you picked your time of day?
  - If you could have any pet real or imagined, what would it be and how would it serve you?
  - If you could choose your age forever, what age would you choose and why?
  - If you could be in the movie of your choice, what movie would you choose and what character would you play?
  - If you could have a super power or a magic power, what would it be and why? Would you use it for good or evil, as a hero or a villain? "I have all powers" or "I would wish for a million wishes" type answers should be discouraged.
  - If you could meet any historical figure, who would you choose and why?
  - If you could live in any city, which city would you choose and why?
  - If you could choose any name for yourself, what would it be and why?

## CATECHIST NOTES

**Community Builders are essential to forming your small group. Please do not skip them.**

- **Ice breakers** are great for getting acquainted or re-acquainted after a long break or when a new member enters the group.
- **Team Builders** create a sense of group identity and cohesion and promote cooperation and critical thinking.
- **Problem Solving activities** foster communication and leadership skills, help group members come to rely on each other to face challenges.
- **Affirmation activities** nurture self-esteem, develop trust and promote deeper and more honest sharing.

3. **More or Less:** people should stand in a semi-circle with the facilitator in the center. People will line themselves up from “most” to “least” for each of these statements:

1. Distance from your house to church
2. Distance from farthest place you have ever travelled
3. Distance from the place where you were baptized
4. Years at Holy Family
5. Number of people in your family

**4. What a Character!**

1. Hand out index cards and ask everyone to write down the name of their favorite fictional character (just tear up paper if you don't have index cards).
2. Wait until everyone is done. Then, ask everyone to turn the card over and write down what this choice says about who you are and what contributions you can make as a member of our group.
3. Once that is done, ask each person to share what they wrote, especially what their choice says about how they can contribute to the group.
4. Ask the group:
  - a) Did you notice any similarities? How do they help us as a group?
  - b) Did you notice any differences? How do differences help us as a group?

**5. Merry Go Round Mixer:**

Form two circles, inner and outer, facing each other. Have teens in the inner circle respond, one at a time, to each of the open-ended statements below (read these aloud). Before reading the next statement, have the outer circle rotate one person to the right. This allows for everyone to meet and talk with someone new each time. Have the outer circle just listen to the inner circles responses. Once all statements have been read and responded to, have the inner circle rotate one person to the right, and it's now the outer circle's chance to respond. Read the statements again following the same procedure above, with the outer circle responding and the inner circle rotating this round.

**CATECHIST NOTES**

If you've had this class before, you know them best! Pick an activity that your class would enjoy and get involved in!

Statements: (feel free to use your own as well)

1. If I could smash one thing and only one thing only it would be...
2. The greatest discovery I'd like to make is...
3. The greatest value in my life at the moment is...
4. The time I feel most alive is...
5. If I could stop all wars or cause half the people in the world to accept Jesus, I'd choose...

### **Scripture and Prayer:**

Read your class prayer together or ask one student to read the class prayer you chose as others follow along.

### **Catholic Teaching/Insight:**

#### **Part 1: What is a Covenant anyway?**

A "*Covenant*" is *way more* than an impersonal contract between two or more people. Before you give the definition of the biblical covenant, ask your students what they think the word means. Many of our students would have talked about this previously in our faith-classes. Test their knowledge!

#### **Question: *What does the word "Covenant" mean to Christians?***

A *covenant* can be defined as, "a strong, solemn agreement between two parties." In both the Old and New Testaments, the term covenant is used to describe an agreement reached between God and his people, Ancient Israel (OT) and then all of humanity (NT). "The Old Covenant," was put in place when God *especially* dealt and revealed Himself to the Hebrew people. "The New Covenant" is a new agreement reached between God and all of humanity when the ministry of Jesus (and his bloody sacrifice) takes place in the New Testament. As about to be stated below, as well, there are biblical covenants that humans themselves agree to amongst each other, as well.

- **There are two different types of covenants in scripture. Read the info-sections below on the next page to the class! There are also bible verses below that may be really helpful to the class to read out loud and dissect together. Choose at least two of these passages to look at!**

### **CATECHIST NOTES**

**Take time to listen to this short podcast (2:49 min) [Why is it important to set clear expectations for small group members?](#)**

Expectations are important in every relationship, and mismanaged or poorly communicated expectations often create conflict and dysfunction inside of relationships.

When people show up in your small group, they have different expectations of what a small group is supposed to be and how it's supposed to function. **It's critical for you to get everyone on the same page** and to set the expectations clearly at the beginning of your small group experience.

1. Covenants between man and man. These are the covenants we've looked at thus far. They tie families together, they make new families, and they define relationships between entire people groups. Examples: Abraham and Abimelech ([Gn 21:22–34](#)), Jacob and Laban (Gn 31), David and Jonathan ([1 Sa 18:1–5; 20](#)), and marriage ([Gn 2:22–24](#); [Mal 2:14](#)).
2. Covenants between God and man. These are the really important ones! These are the ones that shape the story of our Bible. A few things make these covenants really special,
  - God is His own witness! When a man swears an oath, he swears by something higher than himself. God doesn't have that option ([Heb 6:13](#)). He is God - the supreme ideal.
  - Some of God's covenants are completely unconditional: they're not sustained by human performance. When God makes His covenant with Abraham in Genesis 15, He doesn't require anything from Abraham. His covenant with David was unconditional as well (1 Chr 17).

(source: [What is a Covenant? A Quick Definition and Overview](#))

Biblical covenants (between humankind, and God and man) are not just simple agreements or alliances, they involve *promises*, the *bonding* of the two parties, they are ***spiritually charged*** and they are ***not easily broken***.

Now that we've discussed what makes a covenant a covenant, we will make our own or form a new covenant to better reflect our new desires and hopes as a small-group.

## Part 2: What is our Class Covenant?

For this segment of the lesson, it's time to lead a discussion on what the class collectively desires and hopes for during its time together. If your class already has the basis for it's covenant from past years (or a complete one), lead a discussion on how you could improve parts of the covenant to better reflect the new demands of this faith-year that teens may be struggling with. Does this covenant reflect the spirit of all our faith-goals?

(cont.)

## CATECHIST NOTES

Covenants are created for a very important reason. Isn't it only right that as a faith-based small group we should form one? In the 'classroom' we all share our time, vulnerability and individual perspectives on a variety of things. What are some agreements we can make on how this should best take place? Is God at the center of our bond? Will I respect another's opinion? Will I promise to show up to class to the best of my ability? Will we honor each other even if it's *hard*?

- As Catechists and Peer Ministers, your job is primarily to facilitate and guide the conversation here. Of course, sharing your opinion is acceptable - but attempt to let the class organically discover what agreements are most important to them as classmates. If they seem to be getting off track, make sure to step in and re-orient the discussion.

**LESSON PREPARATION NOTES:**

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

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My community building activity this week will be

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

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

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Other

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**CATECHIST NOTES**

*Things I will need for class this week:*

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The Key Ideas/Objectives for this week are

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Things I need to consult Teen Faith about

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