



## Jesus Is for All People

### Engage: Page 63

- ▶ Ask your child to accompany you outside to an open area. **Say:** *Imagine it is impossible to return to our home or any form of shelter for an entire week.* **Ask:** *What would be a hardship for you? What conveniences would you miss?* (Answers will vary.)
- ▶ Read aloud and discuss the text in the box on page 63. **Say:** *When you face hardships in life, it doesn't mean that God has left you. He is with you every step of the way. Jesus didn't come to lead only the rich or powerful; Jesus was a king for all people.*
- ▶ Pray aloud the prayer together. Then pray aloud the Sign of the Cross.

### Explore: Pages 64–65

- ▶ Remind young people that Jesus was not an earthly king but a divine king. On a world map or globe, point out countries that have or have had some form of monarchy or one-leader rule, such as Cuba, Syria, Great Britain, Spain, North Korea, and Saudi Arabia. **Say:** *When people asked Jesus where they could find the Kingdom of God, the Gospel of Luke tells us that he replied, "[T]he kingdom of God is among you."* [Luke 17:21]
- ▶ Invite your child to read aloud the article title The Birth of Jesus on page 64. Then read aloud the opening paragraphs and the section Luke's Infancy Narrative. **Ask:** *Who was the Roman emperor at this time? (Caesar Augustus)* **Say:** *Caesar Augustus was a symbol of Roman power because he defeated all his enemies and unified the Roman Empire. Luke wanted his readers to see Jesus as a bringer of peace in a completely different way.*
- ▶ Ask your child to read aloud the remaining sections on page 64. Read aloud the meanings of *census* and *swaddling* in the Glossary. Discuss the significance of Jesus being born in Bethlehem and the prophecies fulfilled with Jesus' birth. **Ask:** *What is significant about Jesus being wrapped in swaddling clothes?* (The swaddling was symbolic of the poverty and humility of Jesus' birth. It reminds us of Jesus' kingship because King Solomon was wrapped in swaddling clothes too.)
- ▶ Have your child read aloud the activity directions. Point out that a tagline is a memorable phrase that recalls the big idea. Together brainstorm taglines about the meaning of Jesus' birth.
- ▶ Read aloud the sections Manger and Shepherds on page 65. **Ask:** *What does the detail about the manger reveal?* (Jesus will be food for the flock.) Explain that the image of a shepherd was often used to describe the kings of the Old Testament because the kings were to care for God's people with the same responsibility as a shepherd would care for his flock. **Say:** *Jesus is often shown as a shepherd because of his care for us.*
- ▶ Read aloud the last section Savior. **Say:** *Jesus calls us to realize that we all stand in need before God. Jesus welcomed sinners and outcasts out of social exile.* Identify social exiles today, such as those who are poor, homeless, or suffering from illnesses. **Say:** *One way we can act with care and compassion is by speaking up for those who are weak.*
- ▶ Read aloud the Past Meets Present feature. Explain that the Christmas crèche is a popular Catholic sacramental. Point out that the songs in *Las Posadas* ask for *posada*, or shelter. The nine days of the procession in this Christmas novena correspond to the nine months Jesus was in Mary's womb. Read aloud the definition of *novena* in the Glossary.
- ▶ Use the Study Corner as a quick review of the article.



### Explore: Pages 66–67

- ▶ Discuss some news stories. Categorize them as triumph or hardship stories. Read aloud the article title. **Say:** *Luke's Infancy Narrative introduces us to a Savior who is rooted in God's promises to Israel but destined for the Salvation of the whole world.*
- ▶ Take turns reading aloud each section on page 66. Read aloud the definitions of *refugees* and *Magi* in the Glossary. **Say:** *The hardships in Jesus' early life reflect his humanity.* **Ask:** *Who accepts the Good News? (the Magi) Who rejects it? (Herod) Point out that, similar to Jesus' flight to Egypt, many refugees are building new lives in the United States and other nations. Cite examples such as scientist Albert Einstein, who fled Germany in the 1930s.*
- ▶ Read aloud Our Catholic Character. Discuss the meaning of *solidarity* as a call to action that dismisses the notion of a world intended to benefit those who "have" versus those who "have not." Ask your child to read aloud the definition of *solidarity* in the Glossary.
- ▶ Read aloud the Sacred Art feature. Stress the unusual and painstaking method used to make the painting. **Ask:** *What effect might you suppose the artist is seeking with an audience? (realism and a connection to the event) Connect the displacement of the Holy Family fleeing to Egypt with Catholic Social Teaching regarding solidarity.*
- ▶ Take turns reading aloud the sections on page 67. Ask your child to read aloud the definition of *prophecy* in the Glossary. **Ask:** *How did Jesus conquer the bloodshed that surrounded his human life? (His Death and Resurrection secured our eternal life.) Explain that the Infancy Narratives reveal truths concerning Jesus' divinity that the early Church gained over a period of time following Jesus' Resurrection.*
- ▶ Discuss these questions with your child. **Ask:** *When have I fled from carrying the message of God's love to all people? What can I do to follow Jesus' example of acceptance of all people? (Answers will vary.)*
- ▶ Use the Study Corner as a quick review of the article.

### Reflect: Pages 68–69

- ▶ Read aloud the title and paragraphs on page 68. Point out that a psalm is a prayer in the form of a poem, intended to be sung, with the intent of expressing deep human emotion.
- ▶ Invite your child to reflect on God's justice as you both pray aloud God Delivers the Just. Take turns praying the different parts. Pause between each Side for the Response.
- ▶ Look at page 69. Read aloud the introductory text of Where Do I Fit In? Ask your child to interpret the title. **Say:** *Because God is always with us, and we always belong to him, we always belong—no matter where we are.* Read aloud the article. Discuss the importance of a sense of belonging. Brainstorm ways to rediscover God's welcoming presence.
- ▶ Invite your child to complete the Always Welcome activity.

### Respond: Page 70

- ▶ Read aloud the directions in What's What? Suggest using the process of elimination to narrow choices before your child completes the activity.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Have your child write a response. **Say:** *Any action that brings us closer to others also brings us closer to God.*
- ▶ Invite your child to access a 3-Minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).