

LESSON 11: Baptism



AIM

To bring learners to an understanding of the meaning of Baptism (5.1.3, 6.1)

OUTCOME

Learners understand the meaning of baptism.

LEARNING ACTIVITIES


- 1 Learners **draw their family** inside their house, looking through the windows. Invite a few learners to share what is happening in their drawings. By using questioning and dialogue, establish that good parents are happy when their children grow to look and to be like them.
- 2 The learners state in what sense we can say **God is our Father**. Tell the learners God says: "I knew you even before you were born." [Psalm 139:14] God wants us to be part of his family, but he always allows us to choose what we want. Encourage the learners to explain:
 - Why God allows this?
 - Why He wants to share His life with us forever?
 - Who helps us to do this?
- 3 Encourage the learners to listen devoutly. **Read** Matthew's account of Jesus' baptism [3:13-17].
- 4 Divide the learners into groups to brainstorm the **benefits of water**, namely, it gives life, it has power, takes the shape of the things that receive it. Learners give a report back.
- 5 Drawing on their experience the learners **describe a Baptism** they have witnessed. Some learners may not have had such an experience, so they will learn from the description given by others in the class. By referring to what they brainstormed at ACTIVITY (4), they suggest why water is used in Baptism. (Just as we begin a new day, or get ready at night for the new day, by washing in water, so the baptised person starts a new life in God's family through the Holy Spirit just as Jesus did.)
- 6 The learners look at the **glass of water**, and pour it into different containers. They look at the picture of the fish. They reflect on and consider these facts:
 - Just as we cannot see anything in the water, we cannot see the Holy Spirit, but it is the Spirit who makes us come alive in God and helps us to grow as children of God
 - Just like water surrounds a fish, so we are surrounded by the Holy Spirit. After Baptism the Holy Spirit lives in us and we live in him, even though we don't change on the outside. We have a new life in God's chosen family.
 - The Spirit of Jesus is the Holy Spirit. We need the Holy Spirit to love God and to love each other.

WHAT YOU NEED

- * Bible (2)(3)(10)
- * A glass of water, various containers, a fish in water or a picture of one (6)
- * Doll, jug and water, basin (8)
- * Drawing materials (9)
- * Copies of the worksheet (10) ⇨

- 7 To conclude the lesson, the learners who wish, trace the **sign of the cross** on the forehead of a learner near them while saying, “You belong to the family of Jesus. You are a beautiful child of God.” The teacher should demonstrate first.

ADDITIONAL ACTIVITIES

- 8 The teacher mimes a **simplified Baptism** using a doll. The learners observe and then do the same in small groups.
- 9 Learners suggest how they might feel when **filled by the Holy Spirit**. They may feel full of energy, joy and happiness. They draw a symbol to express their perception of the Holy Spirit. You might suggest a fountain of running, bubbling, sparkling water if the learners need some assistance. They insert gifts like joy, peace, patience, kindness, wisdom, understanding, courage, right judgement, knowledge, reverence and respect for the Lord, in the water or around their picture.
- 10 Tell the story of **John the Baptist** [Matthew 3]. Invite the learners to colour the picture on the worksheet.  ⇒ They write God's words on the banner or below the picture.

Jesus Is Baptised by John



(From *Catholic Link*. Redemptorist Pastoral Publications)

LESSON 12: Understanding Eucharist

AIM

To develop the learners' understanding of the Eucharist as a celebration of God's love, and to familiarise them with the community prayers in the Eucharistic Liturgy (4.2.1, 4.2.2, 4.3.3, 5.1.4, 5.4.1, 8.6.1)

OUTCOMES

Learners understand the Eucharist as a celebration of God's love.

Learners are familiar with the responses used in the Eucharistic liturgy.

LEARNING ACTIVITIES

- 1 Learners suggest meanings of the word '**celebration**'.
- 2 In small groups the learners take two minutes to list what is needed for a party. Learners are helped to draw up a comparison between **a party and the Eucharist**. Display the findings on a list on the board.



WHAT YOU NEED

- * The word **CELEBRATION** on the board or on a flashcard (1)
- * The word **EUCHARIST** (2)
- * Bible (4)
- * Copies of the worksheet (5) ⇨
- * Missal to draw up a handout of responses (6)
- * Scripture verses on the worksheet (7) ⇨
- * Bible (8)
- * *Our Father* with actions (10) ⇨

Party	Eucharist
Invitations	All invited
Venue (home)	Church
Table	Altar
Food, cake & drinks	Bread and wine
Cloth, candles, flowers	Cloth, candles, flowers
Present brought	Gifts offered
Music and talk	Music and prayer
Songs & games	Hymns and praise
Give best wishes	Responses "And also with you"
Meet & greet guests	Greet congregation "Peace be with you"
Listen to others	Listen to God's Word
Spread love & joy	Spread love & joy
Wear good clothes	Wear good clothes
Best behaviour	Best behaviour
Sacrifices by Mom and Dad	Sacrifice of Jesus

Learners recall the meaning of 'Eucharist' from LESSON 8. At a party, we are giving thanks for the life of our friend. At the Eucharist, we are giving thanks to God for the gift of Jesus.

3 Practice the following **responses in the Eucharistic Liturgy**:

(I) The Lord be with you.

And also with you.

(II) A reading from the holy gospel according to Luke.

Glory to you, Lord.

(III) This is the gospel of the Lord.

Praise to you, Lord Jesus Christ.

4 Help the learners to see the comparison between the Eucharist and **Jesus' Last Supper**, by listening carefully to the reading: [Luke 22:14–20]. Before the reading use responses (I) and (II), and end the reading with response (III). Let the learners suggest the meaning of “Do this in memory of me.”

5 **Activity:** Learners complete the crossword on the worksheet . Learners may work in pairs to complete this sheet. When it is complete, draw the learners’ attention to the word ‘MASS’ running vertically down the sheet. Explain that this is another word we use to refer to the Eucharist. It means that we are ‘sent’ with the gift of Jesus into the world. 📖 ⇒

This is how the completed crossword will look:

1				M	e	a	l
2		b	r	e	A	d	
3		p	r	e	S	e	n
4	g	i	v	e	S		

ADDITIONAL ACTIVITIES

6 Make use of opportunities like assemblies, school Eucharists, or paraliturgies to draw the attention of the learners to **the people’s responses**. If you have a video of a Eucharistic celebration, you can do the same while viewing it with the class. A handout with all the responses will help the learners to follow.

7 Learners **memorise** three of the scripture passages given on the worksheet. 📖 ⇒

8 Read the **story of the Centurion’s Servant**: [Luke 7: 1 – 10]. Explain that faith enables one to believe without seeing. Faith trusts the Lord’s word. Learn the prayer: “Lord I am not worthy to receive you, but only say the word and I shall be healed” that is said before receiving the Body and Blood of Jesus in the Eucharist.

9 Learners write out the **Our Father**, draw a border round it and hang it on their wall at home.

10 Pray the **Our Father** with actions:

(See next page.)

GRADE 2

Our Father	RIGHT HAND IN THE AIR
in heaven,	BOTH HANDS IN THE AIR
hallowed be	SLOWLY LOWER YOUR HANDS TO WAIST LEVEL
your name.	JOIN YOUR HANDS. BOW YOUR HEAD.
Your kingdom come.	ARMS OUT STRETCHED TOGETHER IN FRONT, PALMS FACING UPWARDS
Your will be done	SEPARATE ARMS TO THE SIDE.
On earth as in heaven.	RAISE ARMS SLIGHTLY UP AND DOWN ONCE THEN RAISE THEM SLOWLY INTO AN ARC ABOVE YOUR HEAD.
Give us today our daily bread.	LEFT HAND IS CUPPED IN THE RIGHT HAND.
Forgive us our sins	STRIKE YOUR BREAST TWICE WITH THE FIST OF YOUR RIGHT HAND.
as we forgive those who sin against us.	BOYS BOW. GIRLS CURTSEY. BOTH SMILE TO THE PERSON ON THEIR RIGHT AND TO THE PERSON ON THEIR LEFT.
Save us from the time of trial,	POINT THE INDEX FINGER OF YOUR RIGHT HAND MOVING IT FROM LEFT TO RIGHT.
and deliver us from evil.	PLACE YOUR ARMS ACROSS YOUR BREAST.
Amen.	HANDS JOINED.

Crossword Puzzle

Words to choose from:

BREAD GIVES MEAL PRESENT

- 1 The Last Supper is Jesus' special
- 2 Jesus is our of life.
- 3 At Mass Jesus is
- 4 At Mass Jesus us himself.

1									
2									
3									
4									

Scripture verses to memorise

- * “Whoever eats this bread will live forever.” [John 6:51]
- * “Take and eat; this is my body.” [Matthew 26:26].
- * Then He took a cup, gave thanks, and gave it to them, saying, “Drink from it, all of you, for this is my blood.” [Matthew 26: 27 – 28].
- * “No one has greater love than this, to lay down one’s life for one’s friends.” [John 15: 13]
- * “As I have loved you, so you should also love one another.” [John 13:34]
- * “The bread that I will give is my flesh for the life of the world.” [John 6:51].

LESSON 13: Preparing for Eucharist

AIM

To further learners' understanding of the Eucharistic celebration and its parts (5.1.4)


OUTCOME

Learners are familiar with the basic structure of the Eucharistic celebration.

LEARNING ACTIVITIES



- 1 The learners cut out and **set up the altar** by sticking the parts from the sheet provided onto another sheet of paper. ⇒ By considering the items in the picture the learners brainstorm how they felt and what they were thinking when they were setting up the altar.
 - 2 By questioning and dialogue the teacher leads the learners to **understand**:
 - Why a table is set (to have a meal or a party celebration with those we love)
 - Why the altar table is set at Mass (as a memorial of the Last Supper Jesus had with his apostles where he said: "This is My Body which is given for you. Do this in memory of Me. Love others as I have loved you." [Luke 22:19])
 - Why the gifts of bread and wine are offered at Mass (produce of the land brought with love to share, becomes food for the soul)
 - That 'Eucharist' means 'thanksgiving' to God with Jesus
 - Why Jesus offered himself willingly (because he loved us so much, he wanted to share his life with us)
 - How do we know this? (He said, "I am the bread of life. Those who come to me will never be hungry." [John 6:54-58])
 - 3 The learners **reflect in silence** for a minute on these words of Jesus, displayed on a poster. "As I have loved you, so you also should love one another." [John 13:34]. "Whoever eats my flesh and drinks my blood has eternal life, and I will raise him on the last day." [John 6:54]
 - 4 They consider their response to these words, and write **a letter to Jesus** expressing their thoughts and feelings.
-

ADDITIONAL ACTIVITIES

- 5 Learners make up their **own prayers** of thanksgiving for the Eucharist as a celebration of God's love.
- 6 Learners complete the worksheet by filling in the **missing words**.  ⇒

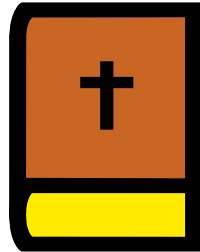


WHAT YOU NEED

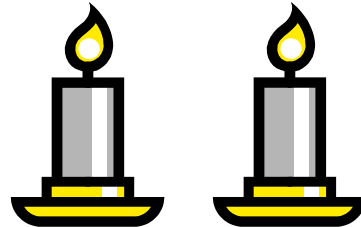
- *  Altar cut-out worksheet (1) ⇒
- * Poster (3)
- *  Response worksheet (6) ⇒

Giving Thanks to God

Cut out the table and the various items. Stick them on another sheet of paper in order to set up the altar for Mass. You may colour them if you wish.



MISSAL



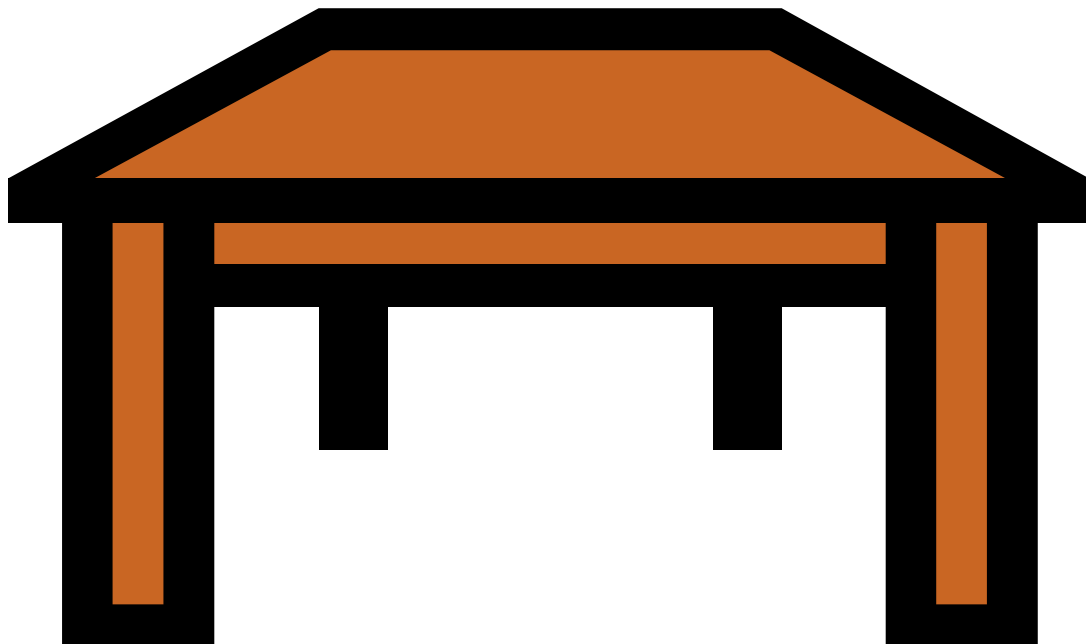
CANDLES



WINE



BREAD



Soul Food

FILL IN THE MISSING WORDS IN THE SENTENCES BELOW

food

life

Blood

priest

Body

Eucharist

God

love

Mass

- 1 The Eucharist is the Bread and Wine changed into Jesus'
..... and
- 2 The Eucharist is a celebration of
- 3 The Eucharist is for my soul.
- 4 The Eucharist is the food of eternal
- 5 Holy Communion is called the
- 6 The Eucharist is an act of thanksgiving to
- 7 We come together at to celebrate the Sacrament of the
Eucharist.
- 8 The leads the celebration of the Eucharist.

LESSON 14: The Eucharistic Liturgy



AIM

To make the learners more familiar with the structure, the gestures and the responses used in the Eucharistic Liturgy (5.4.1)

OUTCOME

Learners are familiar with the structure, the gestures and the responses used in the Eucharistic Liturgy.

LEARNING ACTIVITIES

- 1 In this lesson, the **children will learn**:
 - that the Eucharistic liturgy follows the Liturgy of the Word, when the gifts are brought in procession to the altar.
 - what to say and what to do during the Eucharistic liturgy.

The classroom may need to be specially arranged for the learners to perform the responses in the Eucharistic Liturgy. Hand out the worksheet. ⇒ The teacher plays the part of the priest, the learners are the congregation. Each gesture and response can be done a few times until the learners are familiar with them.

- 2 Two learners led by another with the crucifix (as altar servers) devoutly **bring the gifts** to the table. They all bow together after presenting the gifts. During this 'procession' the class could sing an appropriate song, like *In Bread We Bring You, Lord*.
- 3 The class goes through the **Eucharistic Prayer** by means of the worksheet with the teacher filling in the prayers that the priest says. ⇒
- 4 To conclude the lesson, display the **flashcard**: EUCHARIST, asking the learners to give its meaning. All the responses of the Eucharistic Liturgy are repeated, including the four Acclamations.
- 5 The **bread and grape juice** can be shared among the learners.

WHAT YOU NEED

- * Copies of the worksheet (1)(3)(6) ⇒
- * Text of a chosen Eucharistic Prayer (found in any missal) (1)(3)
- * Crucifix, unleavened bread and wine (or grape juice) (2)
- * *In Bread We Bring You, Lord* (2)
- * Flashcard (4)
- * Bread and grape juice to share (5)

ADDITIONAL ACTIVITIES

- 6 Learners memorise the four **Memorial Acclamations**. ⇒ They sit in groups of four, each member having a number - one, two, three or four. All the number ones are given Acclamation No 1, the twos, No 2 and so on. Each one teaches his Acclamation to the other three. The teacher chooses a number one learner from any group to repeat the acclamation. She continues with numbers two, three, and four. Then a number two learner is chosen to repeat acclamation No 1 and so on until the four acclamations have been repeated for the second time. The learners should say these acclamations devoutly, helping one another in the group, if necessary.

The Liturgy of the Eucharist

P = priest, L = learner

The Liturgy of the Eucharist follows the Liturgy of the Word. It begins with the Procession of the Gifts, during which a song may be sung. Not all the priest's words are given here. Only the last line of each prayer is given. The full text can be found in a missal.

P: It will become for us the bread of life.

L: Blessed be God forever.

P: It will become our spiritual drink.

L: Blessed be God forever.

P: Pray brethren that our sacrifice may be acceptable to God the Almighty Father.

L: May the Lord accept the sacrifice at your hands for the praise and glory of His name, for our good and the good of all His church.

P: (The priest prays over the gifts. The prayer changes, depending on the day and season.)

L: Amen

P: The Lord be with you.

L: And also with you.

P: Lift up your hearts.

L: We lift them up to the Lord.

P: Let us give thanks to the Lord our God.

L: It is right to give him thanks and praise.

P: (The priest says the Preface which varies.)

L: Holy, holy, holy, Lord God of power and might, heaven and earth are full of Your glory, Hosanna in the highest. Blessed is he who comes in the name of the Lord, Hosanna in the highest.

P: Let us proclaim the mystery of faith.

L: MEMORIAL ACCLAMATIONS

1. Christ has died, Christ is risen, Christ will come again.
2. Dying, You destroyed our death. Rising You restored our life. Lord Jesus come in glory.
3. When we eat this bread and drink this cup, we proclaim Your death Lord Jesus until you come in glory.
4. Lord, by Your Cross and Resurrection, You have set us free. You are the Saviour of the World.

P: All glory and honour is Yours, Almighty Father, forever and ever.

L: AMEN (a very important response, usually sung)

The Rite of Communion follows. It begins with the *Our Father*.

LESSON 15: Mothers' Day

AIM

To let the children reflect on celebrations at home with their families, with particular emphasis on Mothers' Day (4.4.2, 5.2.1)


OUTCOME

Learners show appreciation for their mothers or caregivers.

LEARNING ACTIVITIES


- 1 The learners read the **words** MARVELLOUS, ORGANISED, TEACHES, HARD-WORKING, EXCEPTIONAL and REMARKABLE which are displayed vertically on the blackboard.

Each capital letter is written in colour. The learners repeat the words and are invited to guess what occasion will be celebrated today.

- 2 Learners suggest why we celebrate **Mothers' Day**. By questioning and dialogue lead them to understand that true love entails caring, sharing, reaching out, forgetting self, giving without counting the costs, and being there for someone. If a learner does NOT have a mother living with him, remind him that his father, sister, guardian or caregiver usually fulfils that role for him.
- 3 In small groups learners **share what they like about their mother**. They choose the most interesting items for the report back.
- 4 The learners describe how they will share **this special day with their family** and what each can do to make his special contribution towards a perfect day.
- 5 Learners make **a card or a mobile** to take home to their mothers or caregivers.  ⇒ The images on the worksheet could be cut out and glued to cardboard for the mobile or the card. The learners write 'Mother' on one side of their card. On the other they write a promise to do something special for their mother. It might be something they had mentioned in 4 above, or something like "I will say three Hail Mary's for you every day", "I will go to bed when I am told", or "I will do my best at school."
- 6 To conclude the lesson learners compose **short spontaneous prayers** to suit the occasion.



WHAT YOU NEED

- * Colour chalks (1)
- *  Copies of the worksheet (5)(11) ⇔
- * Cardboard, glue, crayons, string, coat hangers or sticks to hand the mobile (5)
- * Learners prepared (9)

MARVELLOUS
ORGANISED
TEACHES
HARD-WORKING
EXCEPTIONAL
REMARKABLE

ADDITIONAL ACTIVITIES

- 7 The learners suggest **other special days** they share with their own family, for example birthdays, Sundays, and weddings. They are led to understand that God has provided a family for everyone. In the Church, the Family of Christians, God is their Father, Mary is their Mother, and Jesus their Brother. The teachers and the children are their family at school.

- 8 Pray the **Hail Mary** very reverently for their mother on this her special day. Ask God to remember grandmothers and ladies who want to be mothers, but who have no children which makes them sad. Remind them one “golden” Hail Mary with love and thought said is better than lots of prayers poorly read.
- 9 A few learners give an account of how they keep **special religious festivals** at home. The Hindu festival Diwali, for example, is celebrated for four days. People light oil lamps, clean the house to welcome health and wealth into their family. They explode fireworks to chase away bad spirits and to celebrate their New Year which is in November. In African tradition there are beer ceremonials for rains, harvest ceremonies, and rituals to gain the favour and intercession of the ancestors. On Jewish New Year, Rosh Hashanah, a ram’s horn is blown to remind the people to turn to God by forgiving and loving one another.
- 10 The teacher writes the letters **MOTHER** vertically, opposite the blackboard display. The learners are encouraged to think of appropriate words for the letters that would suit a description of Mary. Here is an example:
- 11 A **paraliturgical celebration** for Mothers’ Day is on the worksheet. 📖 ⇨
- 12 You could choose to focus on **a different special day**, but you would need to adapt the lesson for this purpose.

MERCIFUL
OBEDIENT
TRUSTWORTHY
HOLY
EXTRAORDINARY
ROYAL

A Celebration for Mothers' Day

LEARNER 1 As today is Mothers' Day, we are having this celebration to thank God for giving us not only our own mother on earth, but also Mary, our Blessed Mother, in heaven.

LEARNER 2 Please stand.

A reading from the Holy Gospel according to St John. [19:25-27]

Please sit.

LEARNER 3 Let us say part of Mary's hymn of thanksgiving, the Magnificat, to thank God for the gift of his Mother.

ALL My soul magnifies the Lord and my spirit rejoices in God my saviour;
because he has regarded the lowliness of his handmaid;
for behold from henceforth all generations shall call me blessed;
because he who is mighty has done great things for me and holy is his name.

LEARNER 4 This reading from the book of Sirach is a special tribute to our mothers. [Sirach (Ecclesiasticus) 26:1-4, 13-17].

ALL Glory be

CONCLUDE with an appropriate hymn.

MOBILE IMAGES

