

LESSON 16: My Daily Bread



AIM

To open the learners' understanding to the need for God in daily life (3.2.1)

OUTCOME

Learners understand their need for God.

LEARNING ACTIVITIES

- 1 Pray the **Our Father** with actions. By questioning and dialogue, establish what is meant by 'daily bread'. What would happen if one gets nothing to eat or drink and what one must do to grow strong and healthy.
- 2 Learners choose and colour one **favourite food** from each group on the worksheet. ⇨
- 3 The learners share an experience of **being hungry**. They explain why they were so hungry, how they felt and what happened.
- 4 The teacher tells a story of **Jesus feeding the hungry crowd** [Mark 6 30 - 44], emphasizing Jesus' concern for the people.
- 5 **Bread of Life**: Explain that just as one needs food for the body, one also needs food for the soul. When we pray "Give us today our daily bread", we are not only asking for what we need for our bodies, but also the food that our spirits need. Jesus is with us as our 'bread of life'. He is the food for our soul, which gives us new life [John 6:35].
- 6 Food for the body makes the parts strong and keeps them working effectively. In small groups the learners are challenged to list what kinds of strength our 'soul food' builds up. (For some clues look up Galatians 5: 22-23.)
- 7 Song: Learners conclude the lesson by singing *I Am the Bread of Life*.

WHAT YOU NEED

- * Copies of the worksheet (2)(10) ⇨
- * Bible (4)(6)
- * *I Am the Bread of Life* (7)
- * Drawing materials (9)

ADDITIONAL ACTIVITIES

- 8 The learners read aloud and write the words '**Jesus is with us**' before each of these phrases:
 - in Holy Communion.
 - in the words of the Bible.
 - when we are gathered together in his name.
 - when we help people in need.
- 9 The learners **draw a picture** showing how they need God in their daily life:
 - to provide for them, or
 - to help them make the right choices
- 10 Learners **complete the colouring** of the worksheet, and write the quotation below. ⇨
Jesus said to them, "I am the bread of life; whoever comes to me will never hunger."

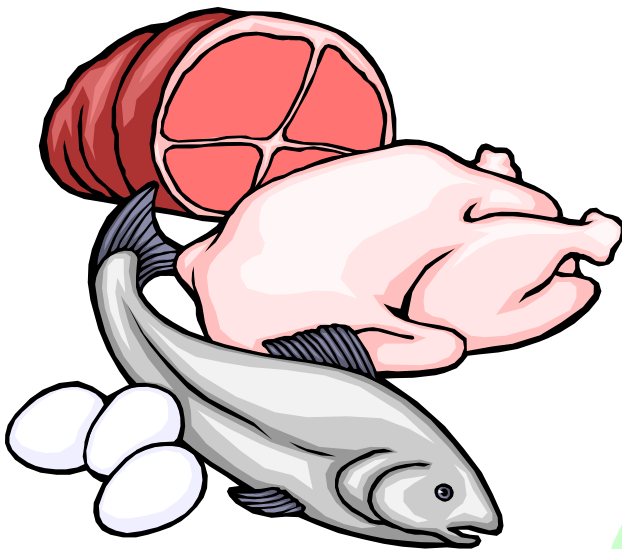
Favourite Foods



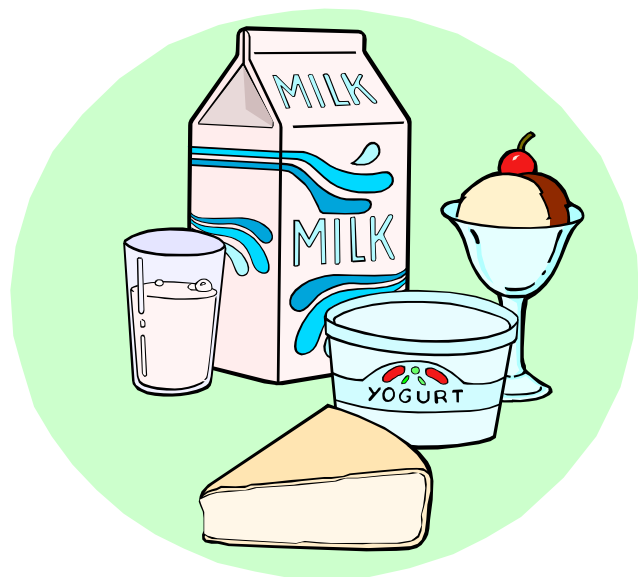
FRUITS



FAST FOODS



ANIMAL PRODUCTS



DAIRY PRODUCTS

LESSON 17: Learning to Pray



AIM

To encourage the children to commit basic, key traditional prayers to memory (4.4.3)

OUTCOME

Learners recite chosen prayers from memory.

LEARNING ACTIVITIES

- 1 Create a **prayerful atmosphere**, sitting in a circle if possible around a lit candle and some flowers on an attractive cloth.
 - 2 **Scripture:** Read Luke 11:1-2. The disciples asked Jesus to teach them how to pray, and this is what he taught them:
 - 3 Pray together the **Lord's Prayer** (Our Father) with actions, if you like. See LESSON 12 \Rightarrow . Just as his followers learnt from Jesus, tell the children they are going to learn how to pray using some of the Church's prayers.
 - 4 In small groups the learners take two minutes to call to mind what we do when we **communicate** with our family and friends, the people we love and trust. The group with the most words reports back. Other groups contribute words, which have not been listed. For example, we talk, listen, think, give and receive praise, love or appreciation, thank, ask, say sorry. A few learners, who wish, share an experience of one of these words. All these things apply equally to prayer.
 - 5 One or two of the prayers on the worksheet are chosen to be **committed to memory**. \Rightarrow
- Suggested prayers to learn off by heart are
- Glory be to the Father
 - Morning Offering
 - The Hail Mary
 - Grace before and after Meals
 - Serenity Prayer
 - Night Prayer

Individuals are praised for their efforts at memorising the prayer or prayers.

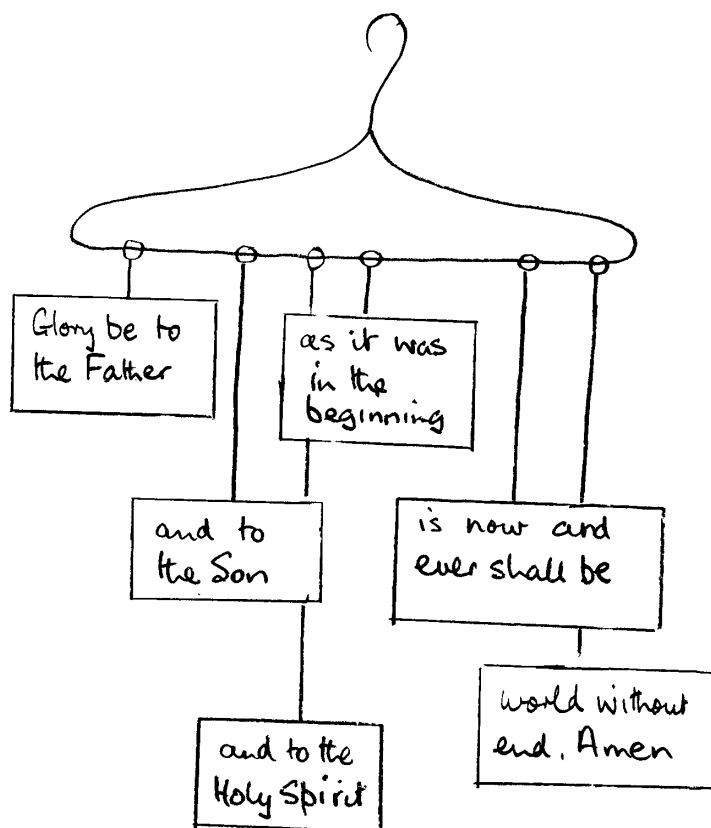
WHAT YOU NEED

- * Candle, cloth, flowers (1)
- * Bible (2)
- * The Lord's Prayer LESSON 12 (3) \Rightarrow
- * Copies of the worksheet (5) \Rightarrow
- * Worksheets (See LESSON 23) (6) \Rightarrow
- * Wire coat hangers (or bits of cane), paper, thread (7)
- * Paper, pens, pencil crayons, magazines, glue, scissors (8)

ADDITIONAL ACTIVITIES

- 6 Prayers can be committed to memory by preparing worksheets like the one presented for LESSON 23. The learners read, cut out and **sequence the prayer** in groups. \Rightarrow

- 7 The learners, in groups, make a **prayer mobile**, using a wire coat hanger or a thin garden cane, thread and parts of the prayer written on separate pieces of paper. The papers hang at different levels. Each hanger has a complete prayer. Here is an example:



- 8 The learners read, learn and **frame a prayer** by sticking it in the middle of a thin card (cut out of a cereal packet). They decorate it with small pieces of coloured paper torn from magazines. It should look like a mosaic. They display their prayer at home, saying it every day. The teacher records when it is known.

Teach Us How to Pray



GLORY BE

Glory be to the Father,
and to the Son,
and to the Holy Spirit,
as it was in the beginning
is now
and ever shall be world without end. Amen.

HAIL MARY

Hail Mary, full of grace, the Lord is with you.
Blessed are you among women
and blessed is the fruit of your womb, Jesus.
Holy Mary, Mother of God,
pray for us, sinners,
now and at the hour of our death. Amen.



MORNING OFFERING

O my God, I offer you today
all my thoughts, words, and actions;
all my work, and rest, and play;
all my joys and sufferings.
I offer you my entire being
together with my family and friends.
May everything in this world be as you will it. Amen.

GRACE FOR MEALS

BEFORE: Bless us, Lord, and these your gifts, which we receive from your goodness, through Christ, Our Lord. Amen.

AFTER: Thank you, Father, for the gifts you have given us. Make us ready to share what we have received with the poor and hungry. Amen.

SERENITY PRAYER

God grant me
serenity to accept the things I cannot change,
courage to change the things I can,
and wisdom to know the difference.

NIGHT PRAYER

Thank you, God, for all the gifts you have given me today. Thank you for your help in difficult times. Bless me and all my family and friends with a peaceful sleep tonight, so that we may greet you again happily in the morning. Amen.



LESSON 18: Praying Together



AIM

To help the children become familiar with some of the community prayers in the Eucharist (4.3.3, 5.2.1)

OUTCOME

Learners are familiar with some of the community prayers in the Eucharist.

LEARNING ACTIVITIES

- 1 Revise the **understanding of prayer** from LESSON 17, LEARNING ACTIVITY (4). It is talking to, listening to and thinking of God with love. The learners suggest where they can pray. By questioning and dialogue they realise that one can pray anywhere at any time. Furthermore, one can pray alone or together as a community. In this lesson, we will look at some of the prayers that are said by the whole congregation during the Mass or Eucharist.
- 2 To become familiar with the community prayers in the Eucharist **revise** briefly what was learned in LESSON 12. In LEARNING ACTIVITY (3), and ADDITIONAL ACTIVITY (8), you dealt with the responses before the Gospel and before Communion.
- 3 Tell the story of the joyful **entry into Jerusalem** [Mark 11:1-11] before introducing the *Holy, Holy* to the class. This prayer comes at the beginning of the Eucharistic Prayer. Once the children are familiar with the words, it could be sung. The learners process around the room or outside if it is suitable, acting the scene with palm or other branches in their hands, while singing the prayer reverently – if necessary line by line after the teacher. The prayer is on the worksheet. ⇒
- 4 The learners memorise the three parts of the prayer, **Lamb of God**, which is said after the Sign of Peace has been given, and while the priest breaks the bread. ⇒
- 5 Choose one of the **Eucharistic Acclamations**, or divide the class into four (eight) groups, giving each group or two one of the acclamations to memorise. ⇒
- 6 If you did not deal with it in LESSON 10, ask the children to memorise the prayer, **Lord I Am Not Worthy**, which is said just before receiving Communion. ⇒
- 7 **Pray:** To conclude the lesson the learners join their hands, bow their heads and one learner at a time volunteers to pray one of the prayers learned, until all have been prayed. Alternatively, they could be prayed together.


WHAT YOU NEED

- * Understanding of Prayer LESSON 17 (1)
- * Prayers learnt in LESSON 12 (2)
- * Bible (3)
- * Copies of the worksheet 3)(4)(5)(6)(8) ⇒
- * *Holy, Holy* setting, palm or other branches (3)
- * Bible (8)(9)
- * Pencil crayons (8)

ADDITIONAL ACTIVITIES

- 8 Tell the story of the **Good Shepherd** to the learners [John 10:1-18]. They write the words of the first part of the *Lamb of God* on the back of the lamb picture on the worksheet after

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cutting it out.  ⇒ They colour the picture. Each can decide which side of their picture should be displayed.

- 9 Tell or read the story of ***The Centurion's Servant*** [Matthew 8:5-13] to demonstrate the origin of the prayer, *Lord I Am Not Worthy*.
- 10 Remind the learners that the word **altar** will help them to remember that there are different kinds of prayer:
 - A = adore
 - L = love
 - T = thank
 - A = ask
 - R = repair (say sorry)

Prayers in the Eucharist

HOLY, HOLY

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.



EUCCHARISTIC ACCLAMATIONS

Christ has died,
Christ is risen,
Christ will come again.

Dying you destroyed our death, rising you restored our life.
Lord Jesus, come in glory.

When we eat this bread and drink this cup,
we proclaim your death, Lord Jesus,
until you come in glory.

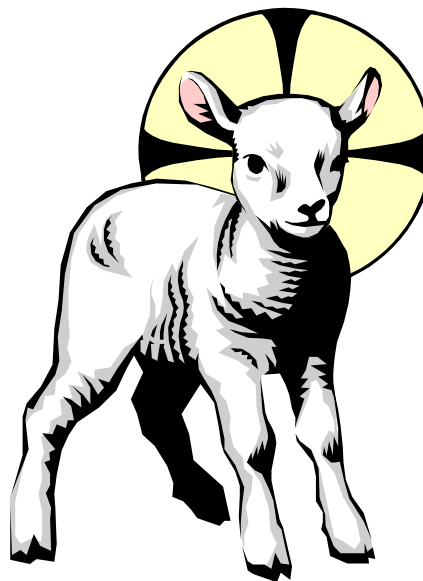
Lord, by your cross and resurrection
you have set us free.
You are the Saviour of the world.

LAMB OF GOD

Lamb of God you take away the sins of the world:
have mercy on us.

Lamb of God you take away the sins of the world:
have mercy on us.

Lamb of God you take away the sins of the world:
grant us peace.



BEFORE COMMUNION

Lord I am not worthy to receive you,
But only say the word and I shall be healed.

LESSON 19: Sabbath Rest



AIM

To help the children realise that Sunday is, for Christians, a special day for family and for community worship (5.2.2, 14.2.3)

OUTCOME

Learners understand the meaning of Sunday in the Christian community.

WHAT YOU NEED

- * Bible (2)
- * Prayers of the faithful (4)
- * Colouring pencils (5)
- * Paraliturgy (7) ⇨

LEARNING ACTIVITIES

- 1 **Sunday:** In twos, the learners discuss why Sunday should have a special significance for Christians. They report back.
- 2 **Scripture:** One learner reads [Genesis 2:1-4] while the others listen. Another learner or the teacher reads [Matthew 28:1-8]. By questioning and dialogue ascertain the reason why Sunday should be significant for Christians - Sunday, the first day of the week, is the day on which Jesus rose from the dead.
- 3 In small groups, the learners tell one another **how they spend Sunday** if they are Christian, Saturday (the Sabbath), if Jewish, or another holy day, if they are Muslim. Note, that in Muslim countries, Friday (Jummah) is a day of rest and community worship. The children report back.
- 4 **Prayer of the Faithful:** On a Sunday, the Christian community pray for all the people in the world, especially those in some difficulty. In the Catholic Church, these prayers are together called the Prayer of the Faithful. They are prayed at Mass after the Liturgy of the Word. We begin by praying for the whole creation, the world and the Church, all leaders and people, according to the needs of the day. Our petitions then focus on more local needs, coming at last to the needs of the gathered assembly. At a Sunday the prayers usually reflect the message of the readings. Following a theme of your choice, compose a few short prayers with an appropriate response for the children to repeat together. If, for example, the prayers end 'Lord hear us', the response could simply be, 'Lord, graciously hear us.' Allow the children to add their own prayers spontaneously as they feel inclined. Prayers could be - for our beautiful world, for our leaders, for our parents, for the poor, for the sick, for the lonely, for our friends, for peace, and so on.
- 5 The learners **draw a picture** of their family on a Sunday at community worship, or having a happy meal or day together. They write a special thank-you prayer, or an explanation of what is happening, on the back of their picture.

ADDITIONAL ACTIVITIES

- 6 Sitting in a circle each learner **displays his or her picture**, while reading a thank-you prayer, or explanation of what the family is enjoying. See ACTIVITY (5) above.

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- 7 The learners **experience a paraliturgy** especially designed for them. Choose relevant readings for the time of the year, or to suit the lesson.

SUGGESTION

- READER 1 When we come together to pray we show that Jesus is with us.
(All stand, sing a short hymn, and make the Sign of the Cross.)
- READER 2 Bow your heads and ask God and one another to forgive us our sins.
- READER 3 We will praise God in the prayer that begins, “Glory be to the Father....”
(All join in the prayer.)
- READER 4 We sit for the Liturgy of the Word. It is called this because we are asked to listen carefully to God’s Word as it is read to us from the Bible.
- READER 5 *(The first reading is usually from the Old Testament. At the end the reader says...)* This is the Word of the Lord.
- ALL Thanks be to God.
- READER 6 The Gospel is the Good News that Jesus himself gave us. Stand and listen carefully because Jesus is speaking to us.
- TEACHER *(Read Jn. 6: 1-13 or another New Testament passage that fits with your theme and the first reading. At the end say...)* This is the Gospel of the Lord.
- ALL Praise to you, Lord Jesus Christ.
- READER 7 Jesus is telling us that people who love us always take care of us.
- READER 8 Bow your head and pray.
- ALL We believe in God the Father, God the Son and God the Holy Spirit. Amen.

(The service ends with a suitable song.)