

LESSON 5: The Annunciation



AIM

To provide an opportunity for the learners to hear and re-enact the story of the Annunciation (5.1.6, 8.6.1)

OUTCOME

Learners are familiar with the story of the Annunciation.

LEARNING ACTIVITIES

- 1 Have a selection of **baby pictures and baby clothes** on display to generate interest. The learners share briefly what they feel when they look at these pictures and items.
- 2 In small groups, the **learners share**:
 - How they think their families felt when their birth was announced?
 - What was the first thing their family wanted to do?
 - How their family feels about them now?
 - How will the learners feel if a new baby is to be born into their family soon?
- 3 The learners sit comfortably, to **listen to the story** of Mary being told she is to be the mother of God's Son [Luke 1:26-38].
- 4 The teacher chooses a group of learners to **re-enact the story** while it is read or told again.
- 5 The learners **commit to memory** or revise the prayer called the *Hail Mary*. The first part of this prayer consists of two verses from the first chapter of Luke:

Hail Mary, full of grace, the Lord is with you (v28), (spoken by the angel Gabriel)
blessed are you among women, and blessed is the fruit of your womb (v42), (spoken by Mary's cousin, Elizabeth) *Jesus*.

Prepare the words on flashcards or write them on the board.
- 6 To conclude the lesson, the learners **light a candle**, to remind them that Jesus is the Light of the World. They stand in a semi circle, and recite the first part of the *Hail Mary*, and then silently reflect upon the words.

WHAT YOU NEED

- * Baby pictures and baby items for display (1)
- * Bible or Children's Bible (3)
- * Flashcards (5)
- * A candle (6)
- * Copies of the worksheet (7)(9) ⇨
- * *Hail Mary* or *Sing for Life – Mary Our Mother* (p.53) (10)

ADDITIONAL ACTIVITIES

- 7 The learners **colour the picture** of The Annunciation on the worksheet. ⇨ They divide the picture into three equal parts, both horizontally and vertically. They cut along these lines to make a puzzle. They stick the 9 pieces together correctly in their books.
- 8 After revising the story of the Annunciation and having committed the scripture passages to memory, in four groups the learners present a **dramatization** of The Annunciation.
- 9 The learners insert the **missing word** in the scripture passages on the worksheet. ⇨
- 10 **Sing:** *Hail Mary* (Carey Landry) or *Sing for Life – Mary Our Mother* (p.53)

The Annunciation



Insert the missing word in the following scripture passages.

Gabriel God power servant Son Son of God virgin

1. God sent the Angel to a town in Galilee named Nazareth.
2. You will give birth to a son and you will name him Jesus. He will be great and will be called the of the Most High
3. Mary said, “I am a How can this be?”
4. “The Holy Spirit will come on you, and God’s will rest upon you. For this reason the holy child will be called the
5. For there is nothing that cannot do.
6. “I am the Lord’s,” said Mary; “May it happen to me as you have said.

LESSON 6: Lenten Sacrifice

AIM

To help the learners understand and observe Lent as a period of sacrifice in preparation for new life (5.1.8, 5.2.1)

OUTCOME

Learners commit themselves to some chosen observance during Lent.

LEARNING ACTIVITIES

- Learners suggest **examples of change bringing new life**, for example, a chicken hatching, a butterfly emerging from a cocoon, or a sunrise. Change is necessary and good.
- Make **two lists**, one headed PRAYER, the other SACRIFICE. Explain the meaning of sacrifice: setting something special aside for God or one's neighbour. List prayers known to the learners, and self-giving activities they are in a position to choose. Ask the learners to give suggestions.
- From the lists the learners choose two ways in which they will change and **grow during Lent**. They draw a cross as shown, and enter their two choices on the back of the arms. These choices are named by the individuals in the Lenten paraliturgy which follows. The crosses are decorated and displayed in the paraliturgy.

4 The paraliturgy

(Make sure to involve all learners in meaningful ways and be especially mindful of those learners who are not Christian.)

ALL Jesus my Lord and Saviour, you are my friend. I want to grow in your friendship. Lent is the time for me to love and to serve just like you so that I can grow in goodness and grace.

RESPONSE (R) Lord help us to be like you.

LEARNER I will... (Here each learner, one at a time, names their choice of SACRIFICE) (R)

ALL Lord, you prayed to your Father for everyone.(R)

LEARNER I will... (Here each learner, again one at a time, names who or what he/she will pray for daily during Lent.) (R)

ALL Lord Jesus, you want us to do our best at school.(R)

ALL Lord Jesus, you want us to keep on trying.(R)

LEARNER 1 Lord Jesus I will use my voice to say kind things. (R)

LEARNER 2 Lord Jesus I will use my voice to pray. (R)

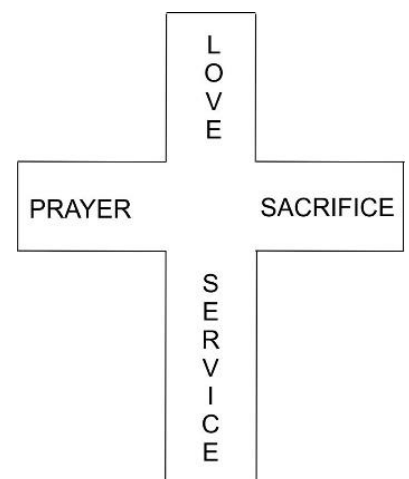
LEARNER 3 Lord Jesus I will use my hands to help at home. (R)

LEARNER 4 Lord Jesus I will use my eyes to see who needs help. (R)



WHAT YOU NEED

- * Blank paper for the crosses (3)
- * Copies of the paraliturgy (4) ⇨
- * Copies of the worksheet (5)



GRADE 2

LEARNER 5 Lord Jesus I will use my ears to listen to others. (R)

LEARNER 6 Lord Jesus I will use my mind to think of ways of helping others. (R)

ALL You forgave those who were not kind to you. (R)

ALL Lord Jesus you gave us all the gifts we need to make a success of our lives. During Lent, help us to be like you. Help us to think of others more than ourselves. Help us to grow in peace, love and joy. Help us to be full of goodness and kindness. Amen.

ADDITIONAL ACTIVITIES

- 5 The learners complete the **worksheet** *Jesus Shares His Life with Us*. 

Jesus Shares His Life with Us

When we give up something we like very much, for someone else, we make a sacrifice. We give this person our love. We share our life.

Read each sentence. Place a Y (for Yes) in the box next to the sentences that show someone sharing his/her life. Put an N (for No) in the box next to the sentences that do not show this.

- Tshupo lets Jim use his ball.

- Maria helps a new learner during the reading lesson.

- Thabang will not let John join the game.

- Koketso shares her sweets with her brother.

- John and Katlego make fun of another learner.

- Mapula gives her lunch money to the poor.

LESSON 7: Resurrection



AIM

To give the learners an opportunity to understand and celebrate the Easter message of new life in Jesus (5.1.8, 5.2.1, **6.1, 6.3, 7.3**)

OUTCOME

Learners understand the meaning of Easter.

LEARNING ACTIVITIES

- 1 Learners process with a Paschal candle, singing “Christ has died Alleluia, Christ is risen Alleluia, Christ will come again Alleluia.” (X 3) as they **process** into the church or room set aside for the paraliturgy. Bells can be rung when singing “Alleluia”. See the instructions below for making a Paschal candle. ⇨
- 2 When the procession is completed, the following **acclamations** are said:

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

Girls: Dying, you destroyed our death. Rising, you restored our life. Lord Jesus come in glory.
- 3 Learners **sing** one verse and chorus of *My Lord He died for a Kingdom..* Other suitable songs are *Alleluia, Alleluia, Give Thanks to the Risen Lord;* or *Sing for Life – U Yes’ Uvukile* (p.218)
- 4 Explain that to show Christ is risen, we use the sign of the **Paschal candle**. It is kept alight at every Eucharist between Easter and Pentecost to reflect that Jesus spent this time with his disciples before ascending into Heaven. It also reminds us that Jesus still lives with us and shows us the way. A child lights the Paschal candle.
- 5 Read the following in a solemn prayerful manner. Each **reading** can be done by a learner.
 - i. We light a Paschal candle to welcome the Lord Jesus. The Paschal candle is a special sign of the Lord Jesus.
 - ii. The Paschal candle is strong and stately. It reminds us of the strength of the Lord Jesus.
 - iii. The flame of the Paschal candle is alive and dancing. It reminds us that the Lord is alive.
 - iv. The flame of the Paschal candle is delicate and gentle. It reminds us that the love of the Lord Jesus is without end.
 - v. The flame of the Paschal candle shines through the darkness. It reminds us that the Lord Jesus takes darkness and sin from our lives.
 - vi. The cross on the Paschal candle reminds us that Jesus died for us.
 - vii. The year on the Paschal candle reminds us that Jesus lives with us even today.

WHAT YOU NEED

- * 🎵 *Christ Has Died* (1)
- * A self-made Paschal candle, or the one in the Church with the parish priest’s permission (1) ⇨
- * Bells and/or tambourines (1)
- * Acclamations for boys and girls (2)
- * 🎵 *My Lord He Died for a Kingdom; Alleluia, Alleluia, Give Thanks to the Risen Lord;* or *Sing for Life – U Yes’ Uvukile* (p.218) (3)
- * Matches and taper (4)
- * Readings (5)
- * 🎵 *Frere Jacques* (6)
- * Paschal candle instructions (7) ⇨
- * Materials for Easter cards (8)
- * Poem (9)
- * Hard-boiled eggs and water colour paints (10)

- 6 **Response:** God Our Father, we are so happy today because we know that Jesus is alive and with us. We thank You with our song and dance.

Children and teacher sing, dance and play musical instruments to the tune of the echo song, *Frere Jacques*. Each line is sung first by the teacher, and repeated by the children.

A.	We're so happy	x2	C. Our good Shepherd	x2
	Jesus lives	x2	Is alive	x2
	We sing and dance now	x2	We sing and dance now	x2
	Jesus lives	x2	Jesus lives	x2
B.	Jesus our Brother	x2		
	Lives with us	x2		
	We sing and dance now	x2		
	Jesus lives	x2		

(Ideas for this lesson from *The Resurrection*, Lesson 2-2-56: *The Way, the Truth and the Life*, Zimbabwe Catholic Bishops' Conference. 1998)

ADDITIONAL ACTIVITIES

- 7 Learners **draw a Paschal candle**. Teacher ensures all aspects of the Paschal candle are understood by the learners. See the instructions below.
- 8 Learners make **Easter place cards** for the family meal. They write each person's name on a piece of heavy paper folded once so that it stands. They print the word ALLELUIA! in bold lettering on each one, and decorate the cards as they wish.
- 9 Learners **mime** the following anonymous poem while the teacher reads it.

THE ACORN

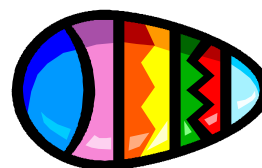
Little by little the acorn said,
As it slowly sank in its mossy bed,
I am improving every day,
Hidden deep in the earth away.

Little by little each day it grew,
Little by little it sipped the dew,

Down in the earth it spread a thread-like
root,
Up in the air spread a tiny shoot.

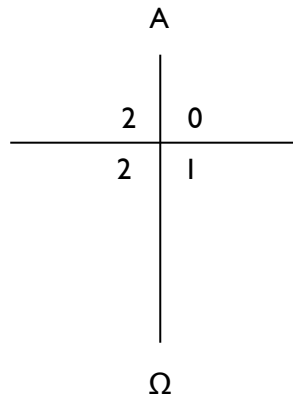
Day after day, year after year,
Little by little the leaves appear.
The slender branches spread far and wide,
Till the mighty oak is the forest's pride.

- 10 Learners **paint** hard boiled eggs decoratively, or colour pictures of decorative eggs.



MATERIALS

THE PASCHAL CANDLE



A cross is drawn or cut in the body of the candle. The Greek letters alpha (beginning), and omega (end) are written above and below the cross. The numerals of the year are written between the arms of the cross. The year 2008 is illustrated here. Five grains of incense are inserted in the candle at the ends of the four arms and at the intersection.

LESSON 8: New Life



AIM

To foster the learners' understanding that the Eucharist is a continuation of the presence of the risen Jesus. (3.2.3, 4.2.1, 4.2.2, 8.6.1)

OUTCOME

Learners appreciate that Jesus is God's gift to the world.

LEARNING ACTIVITIES

- 1 Wheat, bread, grapes, wine (or grape juice), or pictures of these are displayed. By relating **questions** to the display, establish the story of bread and wine, from the seed to the table. We take wheat and grapes, and make bread and wine.
- 2 Learners are invited to **reflect** and offer **comment** on the meaning of Jesus' words "I am the bread of life" and "I am the vine, you are the branches" that are displayed on flashcards.
- 3 Invite the learners stand and make the Gospel sign - the sign of the cross with the right thumb on forehead, lips and breast. (Some learners may not be Christian or not comfortable with the gesture.) They listen to the **story** of how Jesus fed the crowds with five loaves and two fishes [Matthew 14:13-21 or Mark 6:34-44].
- 4 Display and read the flashcard: [John 3:16]. The learners in pairs take two minutes to **discuss the statement** and the questions below it, which should be written on the board.

Jesus is God's gift to us.

- What does this sentence tell you about God?
 - What does this sentence tell you about yourself?
 - How do you feel about Jesus?
 - How does Jesus feel about you?
 - How is Jesus with us today?
- 5 Get **feedback** from the group as a whole, giving time for one or two answers to each question.

(If not established in the feedback, explain to the learners that God gives Jesus to us today in the symbols of bread and wine which, Christians believe, becomes the Body and Blood of Jesus. This gift we called the Eucharist, which means "thanksgiving".)
 - 6 **Sing** *I Am the Vine*.

WHAT YOU NEED

- * Wheat, bread, grapes, wine (or grape juice), or pictures of these displayed (1)
- * Flashcards: I AM THE BREAD OF LIFE [Jn 6:35], I AM THE VINE, YOU ARE THE BRANCHES [Jn 15:5] (2)
- * Bible (3)
- * Statements and question on the board (4)
- * Flashcard: GOD SO LOVED THE WORLD THAT HE GAVE US HIS ONLY SON [Jn 3:16] (4)
- * The word "Eucharist" on the board. (5)
- * 🎵 *I Am the Vine* (6)
- * Table set with bread and grape juice, blessing (7) ⇨
- * 🎵 *Sing for Life – Eat This Bread* (p.56)(8)
- * 📖 Worksheet *Jesus Brings New Life* (9) ⇨
- * 10 Drawing and colouring materials (10)

ADDITIONAL ACTIVITIES

- 7 Have a **table** with a cloth, bread (sandwiches), and grape juice set before the lesson. The food and drink will be blessed, using the prayer below, and shared after the lesson. See MATERIALS ⇨
- 8 **Sing** *Sing for Life – Eat This Bread (p.56)*
- 9 Learners complete the **worksheet**, *Jesus Brings New Life*. 📖 ⇨
- 10 Learners **draw a picture** of wheat and grapes beside the chalice with the host above. They write below it “When we eat this bread and drink this cup, we proclaim your death Lord Jesus, until you come in glory”.
- 11 Commit the following **scripture verses** to memory:
 - “I am the bread of life, whoever comes to me will never hunger.” [John 6:35],
 - “I am the vine, you are the branches. Whoever remains in me and I in him (her) will bear much fruit” [John 15:5]
 - “God so loved the world that he gave us his only Son” [John 3:16]

MATERIALS

A TABLE BLESSING

Blessed are you, Lord, God of all creation, through your goodness we have this food to eat and drink, which earth has given and human hands have made. May it sustain us for eternal life. Amen.

Jesus Brings New Life

Jesus Is with Us

Choose the correct words from the following list to complete the sentences.

Gospel, Holy Communion, three, peace, pray, Mass, Reconciliation, fairly.

- 1 Jesus is with us when we hear the _____ read to us at Mass.
- 2 Jesus is with us as our Bread of Life when we receive Him in _____.
- 3 Jesus is with us when two or _____ of us are together.
- 4 Jesus is with us when we go in _____ to love and serve the Lord.
- 5 Jesus is with us when we _____ before or after meals or at bedtime.
- 6 Jesus is with us when we celebrate the _____ on Sunday or Saturday evening.
- 7 Jesus is with us when we celebrate God's love and forgiveness in the sacrament of _____.
- 8 Jesus is with us when we treat others _____ and work for peace.

Jesus Gives Us Himself

Think of at least one word for each letter in the words HOLY EUCHARIST for which you wish to thank God. Write the word beside the letter.

- H
- O
- L
- Y

- E
- U
- C
- H
- A
- R
- I
- S
- T



In the bubble write one of the gifts that you wish to thank God for.

(Ideas for this worksheet from *Jesus Is With Us*, Lord of Life Programme, Sadlier, 1979)