

LESSON 12: Signs and Symbols



AIM

To help children understand the meaning of signs and symbols and the part they play in our lives (5.1.10)

OUTCOME

Learners understand the meaning of signs and symbols central to the sacraments of initiation.

LEARNING ACTIVITIES

- 1 We live in a world of signs and symbols. Explain how signs are a part of our everyday life. Use **road signs** as an example. Get children to identify some samples and ask them about others that they saw on the way to school. Remind children that a sign stands for something; everyone must understand its meaning. Give examples of the chaos that would happen if drivers did not all understand a one-way sign, or a zebra crossing outside a school.
- 2 Talk about **human signs of communication**:
 - we shake hands to greet people
 - we kiss or hug or rub noses as a sign of affection
 - we raise our hands to greet
 - we wave when we say goodbye.

Get children to discuss and demonstrate the different cultural significances of signs. It is always important that everyone understand the sign to avoid misunderstanding.
- 3 Point out that a **symbol** stands for something else. New life, for example, can't be drawn so we draw a butterfly to convey it. A symbol is a sign that contains a deeper meaning than the one that we see on the surface. Give other examples, such as:
 - a cross as a symbol of Christianity
 - the Star of David as a symbol of Judaism
 - a lion as a symbol of great courage
- 4 **Early Christian Signs**: Explain to the children that many years ago, the early Christians had to develop secret signs and symbols, because the authorities at the time would not let them practise their religion. The sign of the fish was used to invite friends to celebrate the Eucharist. (Explain that the Greek spelling of the word FISH contained the first letters of the phrase - JESUS CHRIST, GOD'S SON, SAVIOUR (ICHTHYS). The two Greek letters , *chi* (X) and *ro* (P), with which the word 'Christ' begins) also stood for Christ. These and other symbols such as the lamb, dove and the signs of the four evangelists are still used today.

WHAT YOU NEED

- * Examples of road signs (1)
- * Symbols - a butterfly, a Star of David, a cross (3)
- * Symbols - a fish, the chi-ro (4)
- * Copies of the worksheet (5) ⇒
- * Pictures of people working together in a team (sports, scouts, guides) (8)
- * Bible (14)
- * Examples of the words written in foreign writing (17)



CHI-RHO

- 5 Ask the learners to look at the signs and symbols on the worksheet, and to write down their **deeper meaning**. 📖 ⇨
- 6 **Sacraments of Initiation:** Discuss the concept of initiation and becoming part of something. In every family there are special moments that bring members together. In the church we have special signs called sacraments that say what Jesus is doing for us in his family. Each one of the sacraments is a prayer and a celebration that uses special symbols and signs. Each sacrament is a sign that Jesus is acting in our lives. Three very special signs are the sacraments of initiation: Baptism, Confirmation and Eucharist. These sacraments are the three great steps into the Christian community.
- 7 Invite the learners to **write down a short description** of each of these three sacraments. After hearing some answers, you could fill in the picture with the following, if necessary:
 - God welcomes us into the Church in the Sacrament of *Baptism*. Members of the community promise to help us live as followers of Jesus by loving and serving others.
 - Jesus gives himself to us in the *Eucharist*. This celebration is the family meal of the Christian family.
 - In the Sacrament of *Confirmation*, the Holy Spirit comes to us in a very special way to share many gifts, energise and sanctify us. The Spirit helps us to make known our faith in God and to serve others.

ADDITIONAL ACTIVITIES

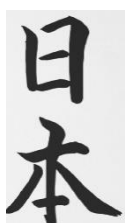
- 8 **Signs of Belonging:** Show children a picture of a sports team or a school group. Ask, “What are the signs of belonging?” (uniform, motto, equipment). Talk about signs and symbols that show that we belong - e.g. family crests, school badges, house colours at school, Ndebele beadwork, logos, slogans, badges.
- 9 Invite the children to make a **time-line history** of a person's life. Ask them to draw a picture of a baby at the bottom left-hand corner of the page and end with a picture of an older person at the top right-hand corner. Draw a line between the two.
Invite them to draw symbols for sacraments that the person would have received in their order along the time-line. You might need to help them with some suggested symbols.
- 10 Divide the children into 3 groups. Ask each group to create by painting, drawing or collage, a **poster** for one of the sacraments of initiation.
They must include the signs and symbols used and be able to discuss its meaning.
- 11 Create a logo plus slogan for a **T-shirt**, showing that you are a member of the church of God. Children must draw and cut out the T-shirt, which can then be displayed on the wall.
- 12 Think of a symbol that would accurately represent **you**. Draw it and explain its meaning.
- 13 We distinguish between a sacrament and a **sacramental**. This can best be done by using a table.

SACRAMENTS	SACRAMENTAL
Sign of God's presence in our lives in a special way	Sacred habits or customs
There are seven	There are many - holy water, medals, crosses, rosaries, ashes, and pictures are examples
Rooted in life and teaching of Jesus	Rooted in custom and tradition
Nourish and renew our relationship with God	Good and helpful, but not essential
Need a special minister and bring us together as a community.	We can use them by ourselves

- 14 **Signs Jesus Used:** Remind children that Jesus himself, born into the Jewish culture and religion, used many of its signs and symbols when he taught the people about his Father and his love for them. He used familiar things when he taught the people through signs and symbols - seeds [Mark 4: 1-20], birds of the air [Matthew 6:24-27], light [Mark 8: 1-10], touch and spittle [Mark 8:22-25]. In all his signs, both words and actions, Jesus asked the people to see beyond the signs through faith.
- 15 **The sign that Jesus is:** Jesus himself was a SIGN of his Father's presence. "Those who have seen me have seen the Father." [John 14:9].
- 16 **The signs that Jesus left:** Jesus left us a living church, the sign of his presence in the world. We are the Body of Christ [1 Corinthians 12:27; Romans 12:5] (Make sure that the children understand that the Church is not a building or a museum). In the Church, we celebrate the presence of Jesus in special signs called sacraments. The sacraments are ways of experiencing God's love for us. They bring about what they promise.
- Baptism - welcome, new life
 - Confirmation - the Holy Spirit strengthens us
 - Eucharist - the Body of Christ
 - Reconciliation - forgiveness and healing
 - Sacrament of the sick - strength and healing
 - Holy Orders - commitment to serve
 - Matrimony - commitment in love
- 17 Discuss **language** as the most important sign of all for communication. Letters make words that stand for something. If we don't know the code we won't be able to understand. Chinese, Arabic, Greek and other scripts may be meaningless to us because we don't understand the symbols.

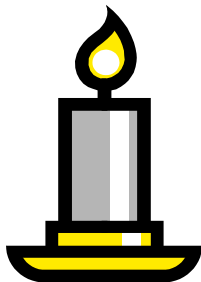
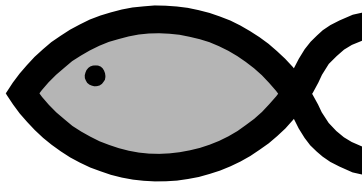
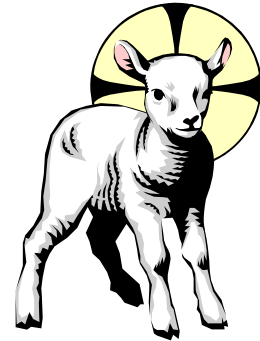
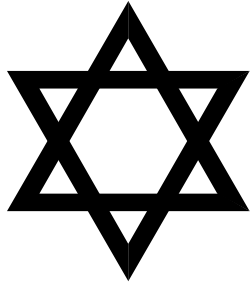


SANSKRIT
(Om)



JAPANESE
(Japan)

Signs and Symbols



LESSON 13: Baptism



AIM

To help learners understand the significance of Baptism and become familiar with the parts of the Rite of Baptism and the symbols used. (5.1.10)

OUTCOME

Learners understand the meaning of the signs and symbols used in Baptism.

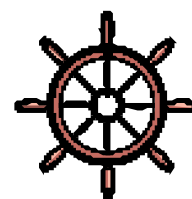
LEARNING ACTIVITIES

- 1 **Show pictures** of children or people who are hungry, homeless, destitute and ill. Lead children to comment on the type or quality of life that such people lead. Ask, "Are they laughing and happy? Do they look well and strong? Do they look as if they enjoy running, playing games? Do you think that they would learn new things easily?"

What would happen if they got what they needed?

Write the heading **NEW LIFE** on the board. Remind the children that we don't just have physical needs. We also have deeper-seated inner needs for love, security, belonging and acceptance.

- 2 Use a diagram of a spoked wheel to help the children think about belonging. They are all spokes holding their family wheel together. Invite them to draw their own **family sharing wheel** with the names of things and experiences they and their family own or will share in the week ahead. (The shared things are written in the spaces between the spokes.) Stress the fact that in every kind of family, there are special moments that bring family members together.
- 3 In the previous lesson we talked about the special signs called sacraments that the church uses to show its family how they belong. Write on the board or display a flashcard: "I have called you by name - you are mine" [Isaiah 43:1] **Baptism** is the first sacrament, which welcomes us into the church or family of God.
- 4 **Role of Water:** The Church chooses an everyday element as the sign by which people join the family of Jesus and share his life. Water is something commonly understood in all cultures. It can be *life-giving*. Get children to list ideas, for example, life begins in water, we are made up of water, we drink, we wash and swim, we water plants in the garden, farmers need rain to grow things. It can also be *life-destroying* when there are floods, tidal waves, and drownings, and fertile top-soil can be washed away.
- 5 **Biblical References to Water:** "I will pour out water upon the thirsty ground." [Isaiah 44:3]. In the New Testament, Jesus says to the Samaritan woman at the well "Whoever drinks the water I give will never be thirsty." [John 4:13-14] To Nicodemus he says "Unless



WHAT YOU NEED

- * Pictures of the destitute, the hungry, the sick (1)
- * Family sharing wheel (2)
- * Flashcard (3)
- * Bible, poster or flashcards (5)
- * Baptism kit (6)(11)
- * Rite of Baptism (6) ⇨
- * 🎵 *Welcome to The Family* or other background music, baptismal promises (Sunday Missal) (7)
- * White cloth, bowl of water, candle, Bible (8)
- * 📖 Body blessing (13) ⇨

you are born again of water and the Holy Spirit, you cannot enter the kingdom.” [John 3:5]. You could display one or more of these verses on a poster or on flashcards.

6 Baptism: A Sacrament of Initiation: Many churches celebrate baptism during a Sunday service. This reminds everyone present that because they are already baptised they are responsible for helping the new members of the church. Discuss the format of celebrating a baptism, explaining the symbolism of what is used. To demonstrate this you will need a bowl of water, a jug for pouring, chrism (oil), a candle, and a white garment. See the Rite of Baptism below. ⇨

7 Living One’s Baptism: Point out that many churches baptise children when very young. At that time, parents and godparents promise that they will help the newly baptised to live his or her new life as a Christian. No one can live out another person’s Baptism for them, so as they grow up, they have to make the promise of their own Baptism come true. How are they going to make it happen?” Ask the learners to use baptismal symbols, such as a cross draped with a white garment, flowing water, lighted candles, on a blank page to form a border or frame. Inside the frame they write what the baptised person can do.(If they are Christian they can make this a personal exercise.) While the children do this, play a suitable hymn, like *Welcome to the Family* or some other suitable background music. After this they could – if all the class are baptised Christians – renew their baptismal promises. You will find these in any Sunday Missal at the liturgy for Holy Saturday.

8 Concluding Prayer Ceremony

Let the children gather round a white cloth, on which you place a bowl of water and a lighted candle.

Use the following CLEANSING RITE:

- With this water, cool our hands, our bodies from the heat of the sun.
- With this water, kindly remove the heat of the heart.
- With this water, soothe our injured feelings, cleanse the stains left by our wrongdoing, purify our hearts and mind.
- With this water, give us a fresh start.
- With this water, prepare us to receive your mysteries.
- With this water, renew the bond of community among us.

READING: [Matthew 28:16 - 20]

PRAYER OF THANKSGIVING

For calling us to belong to your family

Response (R): We thank you Lord

For your gift of new life in Baptism (R)

For your constant love and live (R)

ADDITIONAL ACTIVITIES

- 9** Learners write an **acrostic poem** on water. The lines of the poem begin with the letters W A T E R
- 10** Learners find out what happened at their own Baptism, and present it as a **news report**.

- 11 **Role-play a Baptism:** Assign all roles in advance so that the children can be well prepared.
- 12 Find out what happens at **Baptisms in other Christian churches.** Make a list of what is the same and what is different.
- 13 **Body Blessing:** The blessing given below could be used at an assembly or in a paraliturgy.
📖 ⇒ Perhaps it would go well at the end of ACTIVITY 3, and it may be accompanied by some suitable instrumental music.

MATERIALS

RITE OF BAPTISM FOR CHILDREN

Here are the main parts of the ritual. For more detail you will need to go to a source like Michael Pennock's *The Sacraments and You* (page 87)

- I Reception of the Child (The parents and godparents present the child for baptism.)
- II Celebration of God's Word (An appropriate gospel passage is read, and the priest explains the meaning of baptism.)
- III Celebration of the Sacrament
 - A. Baptism (The celebrant says, "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit" while pouring the water.)
 - B. Anointing with Oil (on the forehead)
 - C. Clothing with the White Garment
 - D. Receiving the Lighted Candle
 - E. Prayer over the Ears and Mouth
- IV Conclusion

Body Blessing

Bless your head with clear thoughts, eager curiosity and ready understanding.

Bless your ears that they may hear accurately and with compassion what is spoken and what is unspoken.

Bless your eyes with clear vision and a perception of beauty.

Bless your nose with keenness and openness to a wide range of scents and odours.

Bless your mouth that what goes into it may nourish your whole body, and what comes out of it may be truthful, wise and kind.

Bless your neck that it may be strong but not unyielding.

Bless your shoulders that they may be a source of comfort and support to those who need them.

Bless your arms that they may swing and lift and hug and carry.

Bless your hands with sensitivity, strength and flexibility.

Bless your breast with health and your heart with loving kindness towards all creatures.

Bless your lungs with fresh air and a rich capacity for inspiration.

Bless your legs with strength and endurance that you may walk the paths of beauty and suffering without stumbling.

Bless your feet which touch the earth with appreciation for the holy ground on which they walk.

May your body be healthy and whole.

May you be peaceful.

May you carry gently the spirit within you.

And when the time comes may you surrender that spirit in joy and trust.

(Mary Fran Soulis)

LESSON 14: Eucharist



AIM

To help the children to a deeper understanding of the Eucharist (5.1.10)

OUTCOME

Learners understand the origin, meaning and basic structure of the Eucharistic celebration.

LEARNING ACTIVITIES

1 Tell the story of **Mr Kiley's Farewell Party** :

Not a single 4th grader was absent on the day of Mr Kiley's farewell party. Everyone wanted to be there to wish him well as he joined the Peace Corps. "Do you really have to go so far away, Mr K? India's on the other side of the world," Megan asked sadly. Then a chorus of other students cried, "We'll probably never see you ever again!"

Mr Kiley smiled and sat on his desk, holding his coffee mug as he had done every morning before school started. "I'm going to Mumbai in India because that's where I think I can do the most good," he explained. "Even though I'll be thousands of kilometres away, all of you will still be a part of my life."

Beverly turned to Tom and said in a loud whisper, "He'll forget us just as soon as he gets on the plane." Beverly had often been a 'discipline problem' for other teachers. But she had got along well with Mr K. Beverly was angry that she was losing Mr K.

"That's not true, Beverly. Besides, how could anyone forget the day you brought in your skateboard and I tried it out?"

Everyone laughed at the memory of Mr. K's first try at skateboarding. This led to lots of other stories about the times that they had shared. Telling the stories brought them closer together. His stories made everyone realise that Mr. K was right. How could they ever forget each other when they had so many memories?

(Source unknown)

2 **Reflection:** Help the learners to reflect on the story. Ask them first to write a response to a few carefully selected questions, before discussing. You could choose from the following:

Q Is there someone who has really made a difference in your life? Who? How?

Q Imagine that you are Beverly. What would you say to Mr. K as you said goodbye?

Q How do you remember friends when they are away? How do you think they remember you?

Q Tell why Mr. K's farewell could be called a thanksgiving party or celebration.

Q Do you have memories of someone you loved who died or went away? Tell what differences the memory of that person makes in your life now.

WHAT YOU NEED

- * Story: Mr Kiley's Farewell Party (1) ⇒
- * Bible and lectern (3)
- * Prepared posters - Liturgy of the Word; Liturgy of the Eucharist (4)
- * Prayer of thanksgiving (5) ⇒
- * ♪ Holy, Holy (any setting) (5)
- * Material for creating poster/collage/mobile (7)

- 3 How do we **remember Jesus**? Jesus always used signs and symbols that people would understand. He knew just how much we enjoy food and how special it can be to share it with others.

At Passover, the Jewish people celebrate an important meal to remember how God brought them from slavery in Egypt to freedom in the Promised Land. So, during Passover, Jesus ate a very special meal with his friends. This meal is called the Last Supper, because it took place on the night before Jesus died.

Help children find the text [1 Corinthians 11:23-25]. Call one up to read the text from your class lectern.

At the Last Supper, Jesus gave us the gift of himself to nourish us. Jesus' disciples never forgot this meal. They carried out Jesus' command to repeat it regularly in memory of him.

- 4 **The Eucharist:** The Eucharist is divided into two main parts: *Liturgy of the Word* (power of words and listening), and *Liturgy of the Eucharist* (power of actions). Remind the learners that at Mr Kiley's farewell there were speeches (Word) as well as a feast (Eucharist).

Use chalk board or prepared posters for the following presentation:

Liturgy of the Word

- We ask God to share his message.
- We listen very attentively.
- God speaks to us through the readings from Old and New Testament.

Liturgy of the Eucharist

- We offer gifts of bread and wine, and ourselves to God.
- Our gifts become the Bread of Life and the Cup of Salvation, the Body and Blood of Christ.
- We are nourished by this food and drink in Communion with Jesus.

- 5 Conclude with an appropriate **prayer of thanksgiving** taken from one of the Eucharistic Prayers. A suggestion is given below. ⇨

ADDITIONAL ACTIVITIES

- 6 Encourage children to **prepare a simple meal** for their family. Make sure that they send an invitation. Ask them to get someone in their family to write and say a special grace or blessing. Get them to report back to you. (They could also read Luke 22:14-20 after the meal.)
- 7 Make a "**Eucharist means Thanksgiving**" poster/collage or a mobile of symbols with the class. (Divide into groups of about 8). Discuss the gifts (talents, persons, things and times) for which your class/school is most grateful to God. Prepare for your next school mass in this way. Alternatively this could be a family project to be done at home.
- 8 Let the children make a **Thank You Daisy**. They write "Thank You" on the inside circle of the flower and something or somebody for which they are grateful on each petal. They cut it out, colour it and plant a garden of gratitude on the wall!
- 9 Talk about the excitement of **planning a special meal, party or celebration**. Think of the anticipation of going to a new restaurant, or visiting family or friends for a special meal. Sharing meals brings people much closer together and creates a strong feeling of

community. Get the children to talk about special meals such as Easter, Christmas, birthdays, baptisms, anniversaries and the kind of atmosphere they create among people.

MATERIALS

EUCCHARISTIC PRAYER

The Lord be with you.

And also with you.

Lift up your hearts.

We lift them up to the Lord.

Let us give thanks to the Lord our God.

It is right to give him thanks and praise.

God our Father,

you have brought us here together

so that we can give you thanks and praise

for all the wonderful things you have done.

We thank you for all that is beautiful in the world

and for the happiness you have given us.

We praise you for daylight

and for your word which lights up our minds.

We praise you for the earth,

and all the people who live on it,

and for our life which comes from you.

We know that you are good.

You love us and do great things for us.

So we all sing (say) together:

**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.

(from *Eucharistic Prayer for Children I*. 1975.
McCrimmons)

LESSON 15: Eucharistic Mystery



AIM

Children will develop their understanding of the Eucharistic mystery by exploring a number of different facets (5.1.12)

OUTCOME

Learners have some insight into the mystery of the Eucharist.

LEARNING ACTIVITIES

- 1 **Concept of Mystery:** In groups, give the children seedpods or fruits that you have collected. The fruits should be relatively unknown to them so that interest is aroused. However be careful that none are poisonous! Invite the children to find out what they can about their object by cutting or breaking it carefully open. Some of its mystery will then be revealed.
- 2 Have prepared, either on the board or on a chart, your own flower as suggested on the worksheet. ⇒ Explain that you are going to explore a **'mystery of faith'** called the Eucharist. (Five facets will be explored. Choose from the material given for each of these facets. Fill in your flower as the lesson proceeds.)
- 3 **Thanksgiving:** Eucharist is actually a Greek word that means "thanksgiving". Ask: Do you remember a time when you were thanked? When you had to say a special "Thank you"? Talk to the children about the fact that gratitude is a natural response to receiving a gift. Point out that love is a free gift. It cannot be earned, it can only be received with thanks. Talk about the many gifts we receive - the world is a beautiful gift, people are very special gifts. In the Eucharist, we give thanks to God for Jesus, God's Son who became one of us.
- 4 **Gift:** Tell the story of *The Giving Tree*. Ask the children what they think about the boy and the tree. Why did it give itself so completely to the boy?

WHAT YOU NEED

- * A collection of seedpods and/or fruits (1)
- * Story: *The Giving Tree* (4)
- ⇒
- * Bible (5)(6)
- * Copies of the worksheet (8) ⇒
- * Bread, wine, chalice (9)
- * Card board, coloured crayons, box (10)
- * Newspaper, magazines, scissors, glue (11)
- * Cardboard or paper, drinking straws, vases (13)
- * White cardboard (14)
- * Wheat or cereal, coloured paper, scissors, glue (15)

THE GIVING TREE

Once there was a tree, and she loved a little boy. And every day the boy would come, and he would gather her leaves and make them into crowns and play 'king of the forest'. He would climb up her trunk and swing from her branches and eat mangoes.

And they would play hide-and-go-seek. And when he was tired of her, he would sleep in her shade. And the boy loved the tree very much. And the tree was happy.

Time went by and the boy grew older. And the tree was often alone. Then one day the boy came to the tree, and the tree said: "Come boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy".

"I am too big to play and climb" said the boy. "I want to buy things and have fun. I want some money. Can you give me money?"

"I'm sorry" said the tree "But I have no money. I have only leaves and mangoes. Take my mangoes boy, and sell them in the city. Then you will have money and you will be happy".

And so the boy climbed up the tree and gathered her mangoes and carried them away. And the tree was happy.

The boy stayed away for a long time...And the tree was sad. And then one day the boy came back. And the tree shook with joy. And she said: "Come boy, climb up my trunk and swing from my branches and be happy".

"I am too busy to climb trees", said the boy. "I want a house to keep me warm. I want a wife and I want children. So I need a house. Can you give me a house?"

"I have no house", said the tree. "The forest is my house, but you may cut off my branches and build a house. Then you will be happy". And so the boy cut off the branches and carried them away to build his house. And the tree was happy. But the boy stayed away for a long time...

When he came back, the tree was so happy that she could hardly speak. "Come boy, she whispered, come and play".

"I am too old and sad to play", said the boy. "I want a boat that will take me far away from here. Can you give me a boat?". "Cut down my trunk and make a boat," said the tree "Then you can sail away and be happy". And so the boy cut down the trunk and made the boat and sailed away. And the tree was happy.

After a long time the boy came back again. "I am sorry boy," said the tree, "but I have nothing left to give you. I am just an old stump. I am sorry".

"I don't need very much now", said the boy "just a quiet place to sit and rest. I am very tired".

"Well" said the tree, straightening herself up as much as she could "Well an old stump is good for sitting and resting. Come boy, sit down. Sit down and rest". And the boy did. And the tree was happy.

(Shel Silverstein)

The Eucharist is a gift because, through it, God gives us a share of Jesus' Life.

- 5 **Unity:** Eucharist is sometimes referred to as Holy Communion. Chief Seattle spoke beautifully of the mystery that we sense in life and communion. "All things are connected," he said. "Whatever befalls the earth, befalls the children of the earth. We did not weave the web of life, we are merely strands in it. Whatever we do to the web, we do to ourselves."

Jesus said, "Whatever you do for the least of my brothers, you do it for me." [Matthew 25:40]


Ask children to imagine what it would be like to have to do everything alone. Discuss why it is important to be part of a group. We all need to belong. In Jesus' day, to "break bread" with someone meant that they were as close to you as your own family. Eating together was a sign of sincere love and fellowship. A meal is a very special way of sharing and creating memories. Each meal is an opportunity to gather together, be together and share together. In the New Testament, Paul constantly pleads for unity in his letters to the Corinthians. [1 Corinthians 10:16-17, 11:25-26, 12:12-27]

- 6 **Presence:** Christian belief in the real presence of Jesus in the Eucharist is based on the words Jesus used at the Last Supper, "This is my body, this is my blood." Point out that in the Aramaic language which Jesus spoke *body* signified living presence and *blood* signified life. Children can very easily get hooked on the flesh and blood images. Remind them of the meaning of a sacrament - LESSON 12. Help them to understand and to see that Jesus is present in a number of ways when we celebrate Eucharist:

- in the people who gather together
- in the priest who leads the celebration
- in the scriptures that are read
- in the bread and wine of the Eucharistic meal

Show children a family photograph. Ask - what does presence mean here? Someday these parents won't be living. Will they still be present? When will the family be especially aware of their presence?

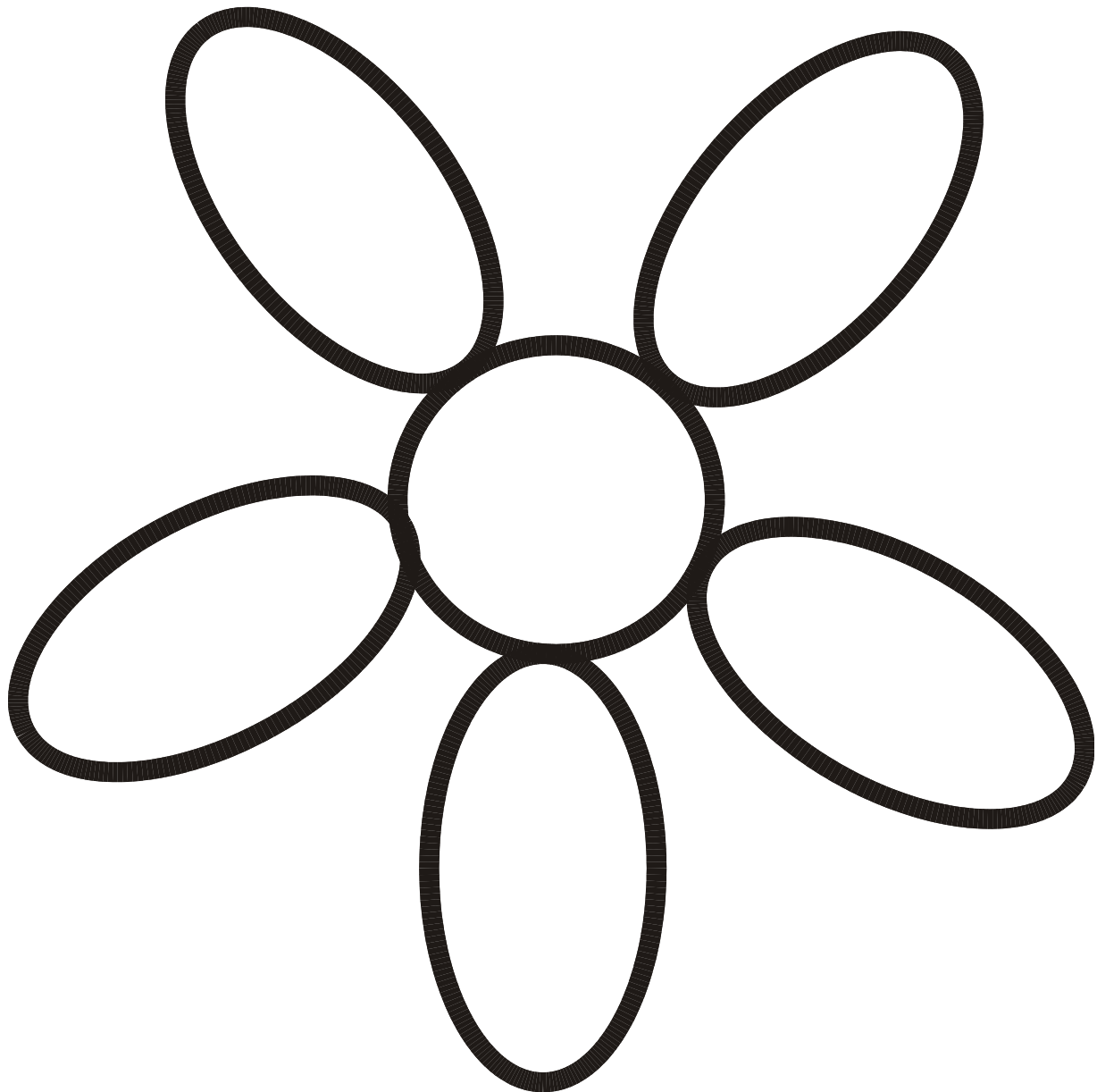
The Emmaus story may be helpful here, to help illustrate presence. It is a dramatic story of two men, walking towards Emmaus, who were sad because Jesus was no longer with them. A traveller joined them. They ate together at Emmaus. As the traveller broke bread with them, they recognised that he was Jesus, alive and with them again. They also realised that he had been with them all along the way. [Luke 24:13-35]

- 7 **Sacrifice:** The people in the Old Testament constantly offered sacrifice to God as an expression of their love for him and their desire to serve him. It was a sign of love and dedication. Jesus gave himself to his friends. As he said himself the night before he died, "There is no greater love than that a man give his life for his friends." [John 15:13] At the Last Supper, Jesus gave us the command, "Do this in memory of me." [Luke 22:19] He was not simply telling his disciples to perform a religious ritual. He was calling on each of them to give themselves totally to the will of God in an act that heals the world. Each time that we join with the priest at Eucharistic celebrations we are challenged to "Do this."
- 8 Hand out copies of the **worksheet**, and help the children to fill them in.  ⇒

ADDITIONAL ACTIVITIES

- 9 **Display** bread, wine and chalice if possible.
- 10 Write each child's name on a piece of paper and put them in a box. Let each child draw someone's name (not their own) and keep the name a secret. Tell the children that they are to give a gift of love to their **secret friend**, for example, sharing a special treat, being partners in playground games and complimenting them. After about a week see if they can guess who their special friend is.
- 11 The greatest gift that we can give someone is **the gift of ourselves**. Challenge children to find ways to give gifts of themselves, for example, reading a story to a younger child, visiting someone who is sick, shopping or cleaning for Granny or helping parents in the garden. Ask them to write a report on the experience.
- 12 Ask children to find **stories of self-giving** in newspapers or magazines. Create a display.
- 13 Direct each child to **make a paper flower**. It should have a round centre and five petals. In the centre write Jesus lives in us. Ask the children to write (on the petals) some ways in which they live in the spirit of Jesus, such as helping at home, praying, sharing etc. These flowers can be displayed by fastening them to a straw and putting them in a vase. (This activity is similar to that given on the worksheet. Cardboard could be used instead of paper.)
- 14 Make a **Thank You card** for someone who is a gift in your life.
- 15 Create a **collage poster** with the following heading: *This is my body; this is my blood*. Create the collage by sticking grains of wheat or cereal onto the outline of a loaf of bread. Use pieces of coloured paper to create grapes and leaves.

The Mystery of the Eucharist



In the centre circle write: EUCHARIST and underneath it JESUS

In the five petals write these words that tell us about EUCHARIST - THANKSGIVING, GIFT, SACRIFICE, UNITY, PRESENCE.

Now under each of these, in the same order, write your answer to the following questions:

- What am I thankful to God for today?
- What gift shall I give to God today?
- What shall I do for God today?
- Who shall I try to make friends with today?
- Who shall I spend time with today?

LESSON 16: The Eucharist Liturgy



AIM

To explore with the children the structure of the Eucharistic Liturgy (5.4.10)

OUTCOME

Learners show a practical understanding of the Eucharist and its structure and symbols.

WHAT YOU NEED

- * Class or school Mass (if possible) (1)
- * Flashcards (4)
- * Copies of the worksheet (5)(6) ⇨
- * Collection of Eucharistic symbols (7)
- * Large sheets of white paper (8)

LEARNING ACTIVITIES

- 1 **Preparation:** It would be good if, immediately before this lesson, the class were to experience a class or school Mass. If that is not possible, make a point of asking the learners to recall what they have experienced previously, or know about regarding the different things that happen during the Mass.
- 2 **Basic structures:** Play a game with the learners, presenting them with different things and asking them to identify that thing's main parts. Here are some examples:

THING	MAIN PARTS
animal	head - trunk - tail
story	beginning - middle - end
train	engine - coaches - guard's van
football match	warm up - match play - awards ceremony
meal	starters - main course - dessert

These examples follow a pattern of BEGINNING - MIDDLE - END. Note that the 'middle' can sometimes be divided into two. In some animals, the trunk part is clearly made up of thorax (chest) and abdomen (stomach). Also, the main course of many meals will consist of meat and vegetables.

- 3 **Jesus and the Eucharist:** Sometimes the Mass, with its rituals and different readings can seem confusing to the children. Thus it will be helpful for them to identify its main parts. The Mass is based on things that Jesus did when he was alive:
 - He gathered people
 - He preached to them the Good News
 - He shared meals with them.
 - He fed them and healed them.

- 4 **Structure of the Mass:** Refer to the play with structures in ACTIVITY 2. The basic structure of the Mass or Eucharistic Liturgy is as follows:

BEGINNING	INTRODUCTORY RITE
MIDDLE (divided into two parts)	LITURGY OF THE WORD
	LITURGY OF THE EUCHARIST
END	COMMUNION RITE

Give a short description of each. Make a set of flashcards, showing the main parts and their sequence as you introduce them.

- 5 Invite the children to **match these four parts** with the four activities of Jesus listed in LEARNING ACTIVITY 3. You will find this on the worksheet. 📖 ⇨
- 6 Learners, either in class groups or individually, are now asked to write down on the worksheet what they have seen happening during each of the **four main parts of the Mass**. 📖 ⇨

ADDITIONAL ACTIVITIES

- 7 **Symbols of our Eucharistic celebration.** Gather children around a low table set with a cloth, a large loaf of bread, a glass of grape juice, a crucifix, a candle and the Bible open at one of the scripture passages of the Last Supper. [Mark 14:22-26. Luke 22:14-20, Matthew 26:20-29]. Create a quiet, reflective mood. Ask children to spend a quiet time, looking at these symbols of our faith and thinking about what they mean. When they feel ready, they may return to their desks and write about them.
- 8 Divide the children into groups. Give each group a large sheet of white paper. Ask the children to make a **table covering** for the celebration of the Eucharist. Tell them to decorate it with symbols or words of Christian sharing. Here are some examples:
- SYMBOLS - host, chalice, wine, wheat, grapes, peace signs, Bible, altar, candles, hands in prayer
- WORDS - love, sharing, mystery, sacrifice, unity, thanksgiving, gift, presence (refer to LESSON 15)
- Their covers can be used together or displayed at a class Mass.

The Structure of the Mass

Match the four parts of the Mass with the four activities of Jesus listed alongside them.

INTRODUCTORY RITE

He fed them and healed them.

LITURGY OF THE WORD

He shared meals with them.





LITURGY OF THE EUCHARIST

He preached to them the Good News.

COMMUNION RITE

He gathered people.

Write down what you have seen happening during each of the four main parts of the Mass.

<p>INTRODUCTORY RITE</p> 	<p>LITURGY OF THE EUCHARIST</p> 
<p>LITURGY OF THE WORD</p> 	<p>COMMUNION RITE</p> 

LESSON 17: Confirmation



AIM

To help learners to understand Confirmation as a sacrament of witness and service to others. (5.1.10)

OUTCOME

Learners understand the meaning of Confirmation.

LEARNING ACTIVITIES

- 1 Ask the learners to record the **milestones in their growth** (sitting unaided, learning to crawl, walk and talk ...) thus far. They could, for instance, enter the milestones on the steps of a ladder, or as places visited on a road journey.
- 2 Talk about learning new skills and feeling nervous. Discuss the fact that in many cultures, before young people can take their place in the adult world they have to undergo a difficult and trying **initiation** process (for example, having to survive on their own for weeks, hunt or do some physical and mental tasks to show that they have reached a level of responsibility). Learners may give other examples from their particular culture.
- 3 Point out to the children that at the Last Supper the night before He died, Jesus promised to send the Holy Spirit to help them. "I will ask God to give you another helper, who will stay with you forever." [John 14:16-17]. Read the **Pentecost Story** [Acts 2:1-21].
- 4 Show the children **an apple and its seeds**. Point out that the seed takes in life - it needs sunlight, water and soil to grow but that the fruit - the apple - gives life. This is what the apostles were like. They were filled with the power of the Holy Spirit and so they could do the things Jesus had done. They were filled with the gifts of the Spirit. We say that they were confirmed or strengthened in the Spirit which, means that they were able to bear witness to Christ and to serve others.
- 5 **Confirmation** is the sacrament in which Jesus sends the Holy Spirit to help us give witness to our faith and love for God and to be responsible for helping others. To illustrate this, use the chart below.

WHAT YOU NEED

- * Bible (3)
- * Apple and its seeds (4)
- * Chart (5)
- * 'Responsibility' puzzle (6)
- * Bibles (9)
- * Round coloured cards and pins (10)
- * Old magazines and newsprint (11)

THE HOLY SPIRIT	
gives us gifts	
In Baptism Gift of God's life: We become God's children and belong to God's family.	In Confirmation Gifts of God's strength: We become mature and responsible members in God's family

It is important that the children who are Christian understand that even though they are too young to receive the actual sacrament, they need to start taking responsibility for service and witness. They must be reminded that since their Baptism, the Spirit or Sanctifier has been helping them to love God and others. Now as they are growing up, the Spirit is

leading them to take more responsibility. Talk about the word 'responsibility', its meaning and how we take it on in our lives. See ADDITIONAL ACTIVITY 6.

ADDITIONAL ACTIVITIES

- 6 Make a **puzzle** out of the word 'responsibility', by cutting out and mixing up the letter-squares as in the illustration. Make a few sets. Ask the learners in small groups to make one word out of the letters.

R	N	P	I	I	I	T
B	S	S	O	Y	E	L

- 7 Even now before you celebrate the sacrament of Confirmation, you can **begin to take responsibility** for helping others in your community. Jesus says:
 "You are the light of the world. Let your light shine before others, so that they may see the good you do and praise you Father in heaven." [Matthew 5:14,16]
- 8 What are the **signs of the Spirit** in my life? In our family? In our school? In our church? In our country? In our world?
- 9 The learners write a **letter to Tabitha**, thanking her for her example of Christian living, and telling her what they have learnt from her story. Her story is found in Acts 9:36-45.
- 10 Prepare round coloured **card badges**, with the name of each child in the class clearly printed on it plus a pin. Ask children to draw one at random from the box and then to design an invitation to that child to follow Jesus as one of his helpers or disciples. (You may like to use Matthew 4:18-22 as a supporting text.) Make sure however, that it is an appropriate activity, given the religious composition of your class.
- 11 Let children divide into groups and create a **collage** of the various ways people can witness to God in their lives. Let them use magazines and explain how their picture shows people witnessing to Jesus.