

LESSON 4: The Season of Lent

AIM

To help learners understand the meaning of Lent, and know different ways of living it out (4.2.8, 5.1.13)

OUTCOME

Learners understand the significance of Lent and undertake some suitable practice.

LEARNING ACTIVITIES

1 Gathering what we need for the journey

Ash Wednesday: The journey begins “**Repent and believe the good news**”. Tell the children that the priest, as he makes a cross with ashes on our foreheads, sets us off on our Lenten journey. The ashes remind us that we are not perfect, that we need to keep trying to become more like Jesus. As you introduce the following, display a series of flashcards:

LENTEN PRACTICES

Fasting and abstinence.

Explain the practice of fasting and abstinence (going without meat). This practice helps us to develop self-control over our bodies and minds. It also reminds us that we are totally dependent on God. Fasting and abstinence is expected of a person 18 years or older.

Alms giving/Sacrifice.

Doing without little luxuries and saving the money for others gives meaning to the sacrifices we make. Knowing that the money we offer in sacrifice will help alleviate other children’s hunger makes the sacrifice worthwhile. Lead the learners into finding ways to do special things for others, making an extra effort to be loving and helpful at home and at school, giving up bad habits, foul language, etc.

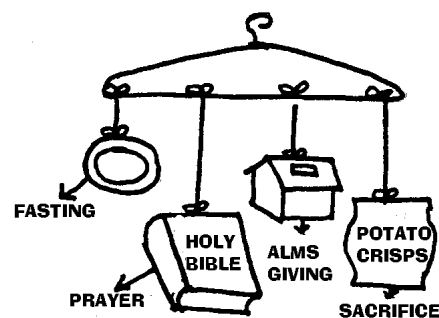
Prayer.

During Lent, praying in a very special way will bring us closer to God in our Lenten journey. Prayer helps us when our self-control weakens, when temptation comes our way, and most of all it helps us keep Jesus’ sacrifice more vivid in our minds and hearts. Invite the children to daily spend quiet time in prayer, listening and talking to God.



WHAT YOU NEED

- * Flashcards: LENTEN PRACTICES, FASTING & ABSTINENCE, ALMSGIVING, SACRIFICE, PRAYER (1)
- * Example of mobile for the activity - made from wire hanger, cardboard, string (2)
- * Wire hanger, A4 sheet of thick coloured paper (or cardboard, and crayons to colour in), string, scissors for each learner (2)
- * Bible (3)
- * Copies of Lenten Journey calendar (4) ⇨
- * Sample of a mite box (6)
- * Bible (7)



2 Making a Mobile

Show the children the mobile you made out of a hanger (see picture on the previous page) and help them to make one themselves. The objects can be drawn on and cut out of thick coloured paper or cardboard.

Invite the learners to **make a list** of what they can do themselves to participate in the journey - one or more for each of the Lenten practices. Ask them to write at the back of each item on the mobile what they have decided to do. The mobiles should be displayed at home in a prominent place to serve as a reminder.

ADDITIONAL ACTIVITIES

3 **Bible reading** [Matt 6:1-6, 16-18]. Read this passage from the Bible and match the Gospel reading with the steps in our Lenten Journey.

4 Calendar of your Lenten Journey.

Hand out a copy of the calendar to each learner. Explain that each week concentrates on one Scripture passage. Invite them to record on each and every day of the forty days of Lent, their successes and defeats in their daily journey of sacrifices towards Easter. 📖 ⇨

5 Fasting practices in other religions:

- **MUSLIM**

Ashura is a day of fasting to celebrate the important events in the lives of various prophets which took place on this day.

Ramadan is a holy month of fasting. Muslims don't eat or drink from sunrise to sunset during this time. They focus on the Qur'an, their holy book, give thanks to Allah and think of the poor. It is a time for special caring and compassion.

- **HINDU: Maha-Shivaratri:** a feast where Hindu people fast through the night to celebrate the "Great Night of Shiva", when the god performs the cosmic dance.

Navaratri: Most Hindus fast during this nine-day festival which commemorates Rama's victory over Ravana, the demon king. They do not eat meat in any form and give up alcohol and other pleasures, to concentrate on their spiritual life.

- **JEWISH: Yom Kippur** or the Day of Atonement, is the most important feast for the Jewish people. People fast and pray to God for forgiveness and mercy. It marks the last of the Ten Days of Repentance.

6 **Mite Boxes**, the learners can collect them in the parish church, fill them during Lent, and return them on Good Friday or Easter Sunday.

7 The **story** of the prophet Jonah and the conversion of Nineveh could be told to illustrate the use of ashes as a sign of repentance. Alternatively, you could begin the lesson with a scripture reading, [Jonah 3:1-10].

TO REMEMBER

Lent is a season of new beginnings and growth. To help us grow, we practise fasting and abstinence, almsgiving and sacrifice, and prayer.

Calendar of My Lenten Journey

Mark each day of Lent with a ☺ or ☹, depending on how faithful you have been to your decisions about Lenten practices.

In the top left hand corner of each block is the number of the Lenten day. Note that Sundays are not part of Lent.	1 Ash Wednesday	2	3	4
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FIRST WEEK OF LENT [Matthew 4:1-11]

First Sunday	5	6	7	8	9	10
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SECOND WEEK OF LENT [Matthew 17:1-9]

Second Sunday	11	12	13	14	15	16
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THIRD WEEK OF LENT [Luke 13:1-9]

Third Sunday	17	18	19	20	21	22
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FOURTH WEEK OF LENT [Luke 15: 11-32]

Fourth Sunday	23	24	25	26	27	28
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FIFTH WEEK OF LENT [John 8:1-11]

Fifth Sunday	29	30	31	32	33	34
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HOLY WEEK [Mark 11:1-10]

Passion (Palm) Sunday	35	36	37	38 Holy Thursday	39 Good Friday	40 Holy Saturday
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LESSON 5: Religious Symbols

AIM

To help the children recognise, appreciate and understand the use of art in religious culture (5.3.3, 6.2)

OUTCOME

Learners understand the significance of various symbolic objects used in worship.

LEARNING ACTIVITIES

- 1 **Take the children on a church tour.** Once in the church start by explaining in your own words: “As we have seen in the previous lessons, symbols have played an important part in expressing faith. In the early times of the church, there were very few people who knew how to read or write, therefore the main means of instruction were pictures and symbols people were familiar with.” Point out that we came to know of the lives of the early people in Africa through cave paintings. They gave us quite an accurate idea of their form of life and customs. They showed whether the people were hunters, farmers, or nomadic herders. The Egyptian culture, to take another example, left a fantastic account of its history in the picture stories drawn inside the pyramids or carved onto pillars and walls. (If the tour is not possible, use pictures or a PowerPoint presentation.)
- 2 **Explain how our faith history** has been passed down through various art forms. Invite the children to think of things they have seen such as pictures, sculptures, objects, buildings, even songs that reminded them of Bible stories they were taught when they were younger, before they could read or write. Ask them if they can remember what story the art work told.
- 3 **Walk about the church** with the group and observe. Look at the various articles and objects used in worship. Point out various forms of art in the church, such as sculptures, carvings, paintings, and embroideries. Examine the different areas such as the baptismal font, the confessional, and the tabernacle. These places are normally rich in symbols which tell of their function.
- 4 An important part of the tour is the **sacristy** where the sacred vessels, the priest’s vestments and altar cloths and other such items are kept. Show them the vestments, reminding them of the symbolic meaning of the different colours of the chasubles and stoles. The white undergarment called the alb was, in the early Church, a basic everyday dress, much like the Roman toga. The stole, a symbol of authority and official ministry, is usually embroidered with a number of religious symbols. Explain the meaning of these symbols. In general, vestments are a sign that the person has a special function in the liturgy.

Show the learners the **chalice**, the patten, and the cruets and ask them to explain what function they serve in the celebration of the Eucharist.

Show them the **incense** burner. Where does the symbolism of using incense come from? [Psalm 141:2] Look at the artwork that may be present, and show them a sample of burning incense.



WHAT YOU NEED

- * Church tour arranged (or pictures or PowerPoint) (1)
- * Symbolism of Mass vestments (4) ⇒
- * Pictures of stained glass windows, water colours, pastels, or colour pencils, drawing paper (7)
- * Collection of religious art (8)

Lastly let them sit or stand quietly for a while in front of the **stained glass windows** if the church has any. Invite them to take note if they want to of the symbols represented in the pictures. Ask them to find out what the pictures represent, what messages they give, or what stories they tell.

- 5 **Inculturation:** Point out that many of the older churches in South Africa have traditional European works of art. (Ask the learners if, in their churches, they have different forms of art.) Explain that the people who brought Christianity to Africa only had works produced by European artists at the time, but later on people began to interpret and represent scripture from their own culture. Thereafter African people's features and forms of expression became more usual.
- 6 Back in the classroom discuss what they have seen and experienced. Try to **clarify** any doubts or misunderstandings they may have as to the symbolic meanings of various artefacts they saw.

ADDITIONAL ACTIVITIES

- 7 Invite the children to imagine they are artists and have been asked to **design a stained glass window** based on a story from the Bible for a very important church in the city. Ask them to paint their design on the paper provided. If possible play meditative music while they work. This activity should be done soon after their visit and preferably in their art period.
- 8 **Picture stories:** Put together a few pictures of religious works of art. Divide the class in groups of four or five and give each group a picture to study. They give feedback on the story represented in the picture and the symbols used in it.

TO REMEMBER

Inculturation is the process whereby people in the local church use their own culture to express their Christian faith

MATERIALS

LITURGICAL COLOURS

ADVENT **purple**

CHRISTMAS **white**

LENT **purple**

EASTER **white**

ORDINARY TIME **green**

red is used for PALM SUNDAY,
GOOD FRIDAY and PENTECOST

LESSON 6: The Passover Meal

AIM

To prepare and celebrate a Passover meal. (5.4.12)

OUTCOME

Learners recognise elements of the Christian Eucharist in the Seder, the Jewish Passover Meal.

LEARNING ACTIVITIES

- 1 **Preparation:** Before the celebration prepare the tables, decorate them, and on each of the plates place a piece of each one of the ingredients plus one glass per child for juice. Prepare one place for Elijah with the same items as for the children. Remember that this is a simplified and adapted version of the Jewish Passover Meal or Seder which happens in the evening. If you celebrate the meal during the day time, remind the learners of this fact. The teacher and any other adult can play the part of the father and the mother, or you could prepare learners to do this. Prepare three learners to take the parts of the three children, and one to be the leader.

- 2 **The Celebration**

Leader: When Jesus sat down to a meal in the upper room with his apostles on the night before he died, he was celebrating with them the Passover, according to the Jewish tradition. Today we celebrate this meal together in memory of all that God does for us through Jesus.

Child 1: Read [Luke 22:7-13]

Leader: Let us celebrate our Passover Meal.

Mother: Blessed are you Lord our God, King of the Universe, creator of the fiery light. (She lights the candles.)

Father: Blessed are you Lord our God, King of the Universe, creator of the fruit of the vine. (He pours grape juice for everyone.)

Father: Blessed are you Lord our God, King of the Universe, who has kept us alive for his Easter Season. (All drink some grape juice.)

Father: Blessed are you Lord our God, King of the Universe, creator of the fruit of the earth. (All dip parsley in salt water and eat.)

Father: Blessed are you Lord our God, creator of New Life. (All eat a piece of boiled egg.)

Father: (Breaks a piece of matza and invites each person to break a piece.) This is the bread of affliction which our fathers and mothers in faith ate in the land of Egypt.



WHAT YOU NEED

- * Since there are many ingredients involved in this celebration, you could ask the learners to bring some of the items needed (1):
 - Long tables to seat all the children (in the school hall, or in a classroom suitably arranged)
 - Grape juice and glasses
 - Bitter herbs (parsley, lettuce, watercress)
 - Haroseth (grated apples and cinnamon mixed)
 - Matza (plural - matzot), one piece per child.
 - Roast or cooked lamb, thinly sliced.
 - Hard boiled eggs (1/2 per child)
 - Bowls of salty water (one per table)
 - Candles and flowers for each table
- * Bible (2)
- * Sing for Life – The Passover Song (p.37) or Signs of New Life (2)
- * A Meal to Remember worksheet (4)(5) ⇨
- * Ingredients for baking unleavened bread (6)

Child 2: Why is this night different from all other nights?

Father: On other nights we eat bread: tonight, only unleavened bread. On other nights we eat any herbs, but tonight only bitter herbs. The lamb we eat tonight reminds us of the Paschal lamb sacrificed to free the Jews from Egypt. The matza is unleavened bread to remind us that our fathers and mothers had no time to bake bread before leaving Egypt. The bitter herbs remind us of how they suffered as slaves.

Child 3: Read [Luke 22:14-20]

Father: Blessed are you Lord our God, King of the Universe, who has redeemed us. (All drink grape juice.)

Father: Blessed are you Lord our God, King of the Universe, who gives us bread to eat. (All eat matza.)

Father: Blessed are you Lord our God, King of the Universe, who gives us herbs to eat. (All eat parsley.)

Father: Blessed are you Lord our God, King of the Universe, who binds us together. (All make a sandwich of matza and the apple mixture and eat.)

All: Alleluia, Praise the name of the Lord, Alleluia.

The meal is eaten.

Conclude the celebration with a song, for example, *Sign for Life – The Passover Song* (p.37) or *Signs of New Life* (Carey Landry).

ADDITIONAL ACTIVITIES

3 Passover:

- *The Israelites' Passover:* Tell the children the biblical story of Moses and the Passover, how God saved the Israelites. They passed over from slavery in Egypt to freedom in the Promised Land [Exodus 14:10-31].
- *Jesus' Passover:* Jesus passed over from death to life through his Passion, Death and Resurrection. Relate the story of Jesus' Passion [Mark 15-16].
- *Our Passover:* We pass over from the darkness of sin into the light of life in Christ. We share in the Passover of Jesus in the Eucharist.

4 **From the Old Covenant to the New Covenant:** Go through the table in the worksheet with the children. Help them identify the connection between the three events: the Jewish Pesach or Passover meal, The Last Supper and Mass today. 📖 ⇨

5 Ask the children to **match the items** with the numbers on the worksheet. 📖 ⇨

6 **Baking unleavened bread:** You could use this recipe to make the bread for the meal.

PREPARATION

Mix both flours and water with salt together until they form a dough. Work with the dough on a floured board or table (squeeze and punch, squeeze and punch) for about 5 minutes. Cover with a cloth and let it stand for another 5 minutes. Knead the dough again and form it into a roll. Cut out pieces of about 5x5cm. Give one piece to each child and let them shape it as they want. This should be done quickly before the

dough becomes too hard. Put the pieces of dough onto a floured baking tray and bake at 200°C for about 12-15 minutes, or until golden brown. Do not overbake.

INGREDIENTS

1 ½ cups of whole wheat flour
 ½ cup of white flour
 ½ teaspoon salt
 1 cup of lukewarm water

A Meal to Remember

PASSOVER	LAST SUPPER	EUCHARIST
<p>A lamb is sacrificed for the meal. The people recall how the blood of the lamb saved them from death in Egypt.</p>	<p>Jesus Christ is the “Lamb of God” who offered his life to his Father for us. In his Passion, he shed his blood to the last drop.</p>	<p>We join in the Eucharistic sacrifice of the Mass, offering ourselves to God the Father through, with and in Jesus.</p>
<p>The Jewish families thank Yahweh for love and mercy. Together they recall the events of the night when they passed over from slavery to freedom.</p>	<p>Jesus thanks God his Father. He calls the Apostles his friends and tells them to celebrate this meal in memory of him.</p>	<p>The Christian community gathers to recall what Jesus said and did, and how he leads us to life today.</p>
<p>During the meal unleavened bread is broken and distributed to be eaten.</p>	<p>During the Last Supper, Jesus took unleavened bread, blessed it, broke it and said: “Take and eat; this is my body.”</p>	<p>During the Liturgy of the Eucharist, the priest says and does what Jesus did. The bread becomes the Body of Christ.</p>
<p>During the Passover meal wine is poured; the cup is raised in thanksgiving for all blessings received.</p>	<p>During the Last Supper Jesus took the cup of wine, gave thanks, and said: “Drink from it, all of you, for this is my blood of the covenant, which will be shed on behalf of many.”</p>	<p>The priest says and does what Jesus did. The wine becomes the Blood of Christ.</p>
<p>The whole family shares in the sacrificial meal, in thanksgiving for their freedom.</p>	<p>Jesus gave the bread and wine to his apostles to eat and drink. The next day Jesus completed the sacrifice of his life, thus sealing forever the new and everlasting covenant.</p>	<p>We come to receive the risen Lord in Holy Communion. Each time we offer Mass we renew our everlasting covenant with God in thanksgiving for his love.</p>

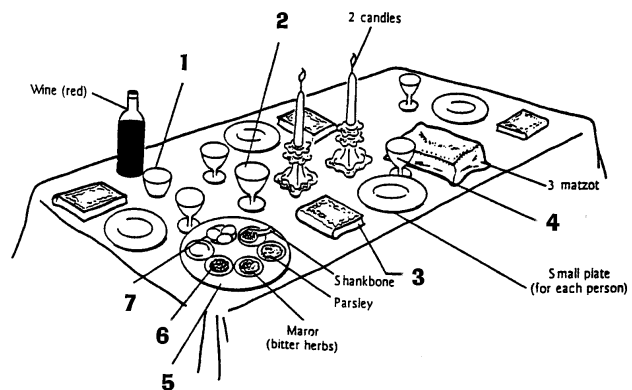
(Adapted from *Sharing God's Promise*. 1979. New York: Sadlier)

THE SEDER TABLE

The table is set for four people:

Write the numbers 1 to 7 opposite the following items to correspond with the items on the table.

- * Copy of the Seder handbook
- * Cup of wine (for each person)
- * Hard-boiled egg
- * Haroseth (grated apple and cinnamon)
- * Salt water (for dipping parsley)
- * Seder dish
- * Special cup for Elijah



LESSON 7: Stations of the Cross

AIM

To walk and pray the Stations of the Cross. (4.2.8, 6.3)

OUTCOME

Learners are familiar with the traditions associated with Jesus journey to Calvary.

LEARNING ACTIVITIES

- 1 This **celebration** can be done as a class or with the whole school. Get a different learner to read the prayer at each station. It will take about 30 min.

First Station: Jesus is condemned to die.

Lord, may we always have the courage to stand up for our friends, to speak the truth and do what is loving.

Sing: *Were you there?* (Verse 1) ⇨

Second Station: Jesus takes up his cross.

May we accept the difficulties in our lives as you accepted your cross. Help us act responsibly against the injustices we see done to the people around us.

Sing: *Were you there?* (Verse 2)

Third Station: Jesus falls for the first time.

You never gave up climbing the hill to Calvary. We sometimes feel discouraged when things don't go well, and then we want to give up. Help us try harder to do the things you want us to do.

Sing: *Were you there?* (Verse 3)

Fourth Station: Jesus meets his mother

She was there, walking this road with you, feeling your pain. May we never ignore people who are suffering or in pain. Help us be especially caring with our parents in difficult times, we may make their troubles lighter.

Sing: *Were you there?* (Verse 4)

Fifth Station: Simon helps with the cross.

You accepted Simon's help. Help us be humble and recognise that often we need other people's help. May we be willing to offer help to other people in need.

Sing: *Were you there?* (Verse 5)

Sixth Station: Veronica wipes the face of Jesus.

A young girl went through the crowd and wiped your face. May we never be afraid of what people might think of us, but always do what is right - to reach out to those in need no matter who they are and try to bring them comfort.



WHAT YOU NEED

- * Symbols representing Jesus' Passion - a cross with a red cloth hanging from it, carried in procession, or a crown of thorns made by the children and placed in a prominent place as a focal point (1)
- * A set of stations, if you are not in a church (1)
- * Copies of the station prayers (1)
- * 🎵 *Were You There* (1) ⇨
- * 🎵 Hymn books or hymn sheets (2)

Sing: *Were you there?* (Verse 6)

Seventh Station: Jesus falls a second time.

Your cross got heavier and it became harder to get up. May we learn to persevere in doing good and being loving - though it may feel that others don't care or appreciate it and may even make fun of us.

Sing: *Were you there?* (Verse 7)

Eighth Station: Jesus meets the women and children of Jerusalem.

Jesus in spite of the weight of the cross you gave these people a word of comfort. May we be able to put our own problems aside and respond to other people's calls for help and be comforting to them.

Sing: *Were you there?* (Verse 8)

Ninth Station: Jesus falls a third time.

Although you didn't have strength left you got up and continued. When we feel like giving up altogether, help us have the courage to try again to be more loving and forgiving.

Sing: *Were you there?* (Verse 9)

Tenth Station: Jesus is stripped of his garments.

*The soldiers took away all you had. We often put material possessions before people, not remembering that it is not the material things that are important in life. Help us to remember that it is not what we have - but what we **are**- that will bring us close to you.*

Sing: *Were you there?* (Verse 10)

Eleventh Station: Jesus is nailed to the cross.

"Father forgive them for they do not know what they are doing". Help us have a generous and forgiving heart. Let us try to see you in those who have hurt us.

Sing: *Were you there?* (Verse 11)

Twelfth Station - Jesus dies on the cross

"Father, into your hands I commend my spirit". You gave up everything for us, even your life. Many people in our lives give up things that are important to them in order to show their love for us. Help us to give of our lives and what is important to us for our families, and those who care about us.

Sing: *Were you there?* (Verse 12)

Thirteenth Station- Jesus is taken down from the cross.

Joseph took your body and prepared it for burial. May we be able to show how much we care for our friends, especially those who cannot give us anything in return

Sing: *Were you there?* (Verse 13)

Fourteenth Station - Jesus is buried.

Jesus, you experienced what it was like to be human, and to die like a human. You showed us that goodness is always bigger, better and stronger than sin. By rising from the dead you proved that goodness cannot be defeated.

Sing: *Were you there?* (Verse 14, 15)

ADDITIONAL ACTIVITIES

- 2 Instead of the hymn provided, you could use verses of **appropriate hymns** at the different stations. Here are some **Examples**: *If You Wish to Be My Disciples* (Station 2); *As I Kneel Before You* (Station 4); *Will You Let Me Be Your Servant* (Station 5); *I Will Never Forget You* (Station 8).
- 3 **Make your own stations**: Divide the class into fourteen groups, one per station. Let the class decide as a whole what art form they will use - paintings, silhouettes, photographs, collages. Give each group some background. Note that the events remembered in Stations 4 and 6 are not recorded in Scripture but form part of the oral tradition. The stations can be displayed round the classroom, in the school hall, or at various places in the school grounds for a celebration of the stations.

MATERIALS

WERE YOU THERE

Were you there when they sentenced him to die?
 Were you there when they sentenced him to die?
 Oh sometimes it causes me to tremble, tremble, tremble.
 Were you there when they sentenced him to die?
 Were you there when he lifted up the cross?
 Were you there when he fell beneath the cross?
 Were you there when he met his mother true?
 Were you there to help him bear his burden cruel?
 Were you there to bring him comfort on the way?
 Were you there when he fell beneath the cross?
 Were you there with the ones who grieved for him?
 Were you there when he fell beneath the cross?
 Were you there when they stripped him of his clothes?
 Were you there when they nailed him to a tree?
 Were you there when they crucified my Lord?
 were you there when they pierced him in the side?
 Were you there when they laid him in the tomb?
 Were you there when he rose from out the tomb?
 (Negro spiritual)