

DISCIPLESHIP RESPONSES(S) Students are challenged to

- integrate the celebration of Sacraments into life
- seek out opportunities to live out the Gospel

LESSON AIM: To know and understand the nature of the sacrament of Penance

RESOURCES: Bible

Optional
Posters of the Seven Sacraments
Prodigal Son film or play

KEY CONCEPTS: Reconciliation, sacrament, grace, forgiveness

REFERENCES:

Scripture: Luke 15:11-32 The Prodigal Son

Catechism 1420-1449 The Sacrament of Penance and Reconciliation

LESSON PLAN

STEP 1 (suggested time: 5-10mins)

Review students' knowledge of the seven sacraments and meaning of the concept sacrament. Posters or symbols may be used to illustrate the following overview.

Sacraments of Initiation: Baptism, Confirmation and Eucharist. (First Communion)

Sacraments of Forgiveness and Healing: Reconciliation and Anointing of the Sick

Sacraments of Vocation (life choice) Marriage and Holy Orders.

Sacraments are an intense source of God's love (grace). This love takes many forms and in the sacrament of Reconciliation God's love is expressed as forgiveness.

Last lesson we explored the nature of our conscience in the context of choices between right and wrong actions. The nature of this choice (free will also a gift from God) means that we are capable of sin. When we make a wrong choice, ie a choice to act in way contrary to God's will for us, then we are said to be in sin. Reconciliation is a means of saying we are sorry for our wrong action and receiving forgiveness.

Ask the class to discuss: *What do people do to show they are sorry.?* (gesture, spoken words, gifts, letters etc)

STEP 2

(suggested time: 30-40 mins)

Organise the class into groups of 3 or 4 students and invite them to complete the “Defend Your Choice” activity. (Handout 1 **check the source is acknowledged**) Ask each group to begin a different situation so each can be reported upon. Once the groups are formed settle the class and set the task clearly by reading the instructions and explaining that one person from each group will have to report to the class. (5 mins)

Handout1 Pg 90
“Defend Your Choice”
of Maurice Ryan
Expressions Bk 5
Social Science Press
PO Box 3511 Tuggerah
NSW 2259
socsci@ozemail.cm.au

Move around to each group to ensure they are on task. As groups complete their first situation invite them to prepare another and another until every group is ready to report. (10 mins)

During the reporting phase insist that the class show respect by listening quietly to each report. After each report allow the class to challenge the choice of the group. The idea is to stimulate discussion not to obtain consensus. Affirm all respectful and courteous participation. Remind the class to discuss the issues only.

Draw the connection to the Sacrament of Reconciliation by identifying the four stages of reconciliation. Admission, Sorry, Forgiveness and Making Up (Penance)

Relate the story of the Prodigal Son (Luke 15:11-32) by proclaiming it from the Bible, viewing a short film or performing a play.

Ask the class to listen for when the young son

- realised he had done the wrong thing
- said he was sorry
- received forgiveness
- attempted to ‘make up’ for the wrong

Handout 2 will assist
with this task.

Explain to the students that these are the basic elements of our sacrament. If possible give witness of the importance of the Sacrament of Reconciliation in your life. Inform the class of the opportunities for the sacrament in the local parish. (days and times) This assumes students are fully initiated.

STEP 3

(suggested time: 10mins)

The flip side of our Christian/catholic right to be forgiven is the responsibility to forgive. The words of the Lord’s Prayer indicate both sides of this situation.

“Forgive us our trespasses as we forgive those who trespass against us.”

Invite the students to complete Handout 3 as individuals, pairs or groups depending upon the size of the class.

OR

Relate the Reconciliation Play (3 characters) as a dramatic reading and discuss the message about forgiveness that it presents. (see Handout 4)

Conclude the lesson with the Lord’s Prayer



7.1.4 RECONCILIATION - MAKING UP

Aim: To understand the nature of the sacrament of Reconciliation.

Defend Your Choice Maurice Ryan Expressions Bk 5 Social Science Press.

This is a game for 3 to 4 players. Each group must rank the items below in the order of their preference from 1 for the first preference, 2 for the second preference and 3 for the third. All players must agree. Give two reasons to defend your first choice. State reasons for not choosing other items.

State why your first choice might not be desirable.

When you say sorry, it is best to:

Say a few kind words

Give the person a present

Spend some time with them

The best thing to do if you have hurt someone is:

Tell them you are sorry

Try to fix what went wrong

Try not to do it again

Telling someone you are sorry is:

Hard to do

Fairly easy to do

Sometimes easy sometimes hard

Usually people do hurtful things:

Without thinking first

When they are feeling sad

Because they don't like someone

When a person says they are sorry they usually

Feel much better

Feel worse

Feel about the same as before

The best reason to tell someone you are sorry is:

So they will feel better

So they won't hurt you back

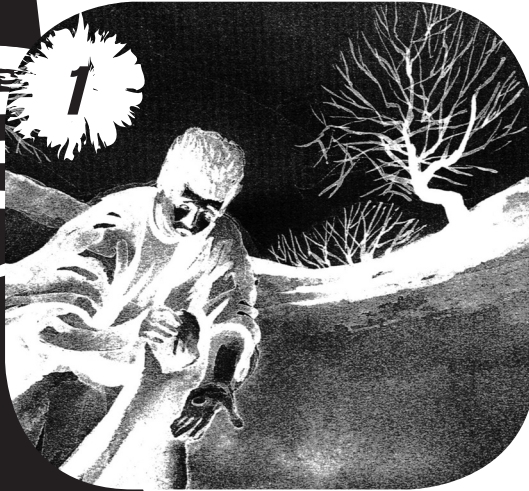
So you will feel better



7.1.4 RECONCILIATION - MAKING UP

The Prodigal Son - four pictures

The young son realised he did the wrong thing



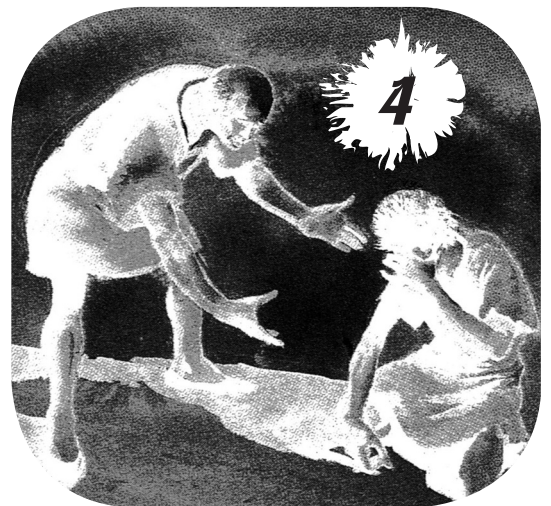
Said he was sorry



Received forgiveness



Attempted to 'make up' for the wrong

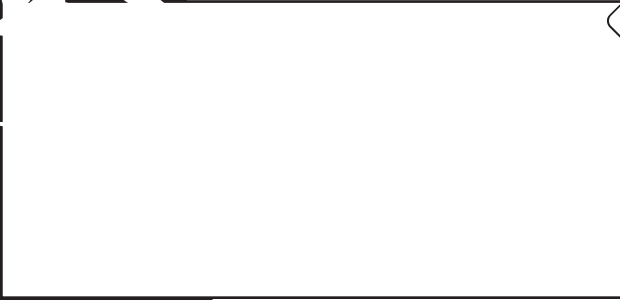




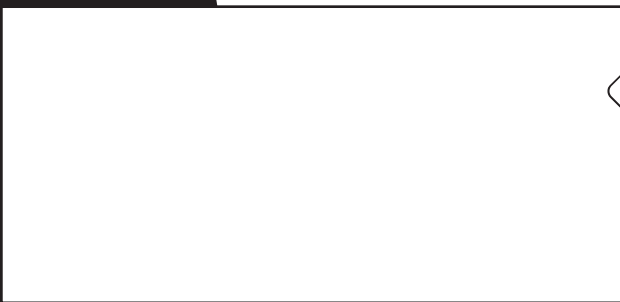
7.1.4 RECONCILIATION - MAKING UP

Showing Forgiveness

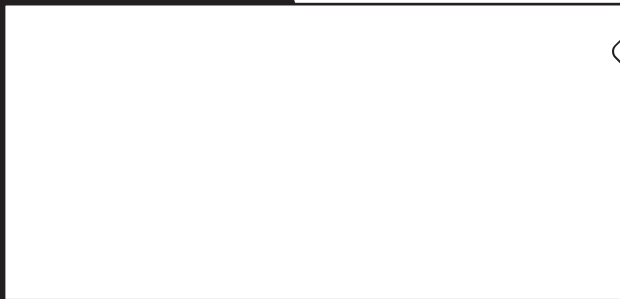
Read the story, in the spaces write how you would show forgiveness.



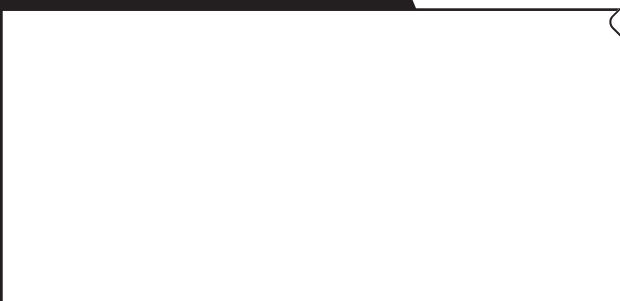
You always wear clothes your older brother outgrew. They're good, but you'd really like to have some new clothes of your own. One of the other boys asked you, "Where'd you get the weird shirt?" When you answered that it was your brother's, he replied, "It's really ugly! Your mum and dad should be smart like mine. I get everything new because we don't have a bunch of kids!" He doesn't even think to say he's sorry.



A girl in your class was disappointed because she thought she'd be a winner in the speech contest. She was angry when you were chosen instead. You overheard her telling some of the other children that you probably won because your father and the teacher are good friends.



Last week he tore your shirt trying to show how strong he was. Yesterday he broke the model plane you'd brought to use for your talk about your hobby. He was pretending he was a super-hero. Now he's coming up to you in the playground.



Your older sister was picked up by the police for shoplifting. She has been in trouble before, but you still love her. One of the children in your scout troupe heard about it. She told Gina that your sister was giving you lessons on how to 'do dumb things'. They both laughed and walked away. Now you meet Gina.



Your friend asked you to go bike riding after school. You agree and wait for him to show up, but he never does. The next day he comes to explain and to ask forgiveness.



7.1.4 RECONCILIATION - MAKING UP

Reconciliation

CHARACTERS: PETER, ANDREW, JESUS

(Peter and Andrew wander in with fishing nets)

Peter: And another thing Andrew, you're too noisy in the boat you scare all the fish away.

Andrew: Don't you talk, all that splashing about, why do you keep trying to walk on the water?

Peter: Never mind about that now, we don't have any supper. What do we tell the others?

Andrew: Oh they won't care. There's still bread left over from that last supper.

Peter: Even so, you wrecked the whole day. I'm very angry with you.

Andrew: Well, I'm very angry with you, Mr Bossy Boots. You're the one who fishes off the port side.

Peter: Here comes the Lord. You tell him there is no fish.

Jesus: Peace be with you my friends, did I hear squabbling just now?

Peter: Andrew lost us the fish because he was too noisy.

Andrew: Peter tried to get out of the boat again so the fish were scared away.

Jesus: So you were both responsible?

Peter: Him not me, Lord, you know how you said we must forgive our brother?

Jesus: Certainly Peter, that is one of my teachings.

Peter: Well, what I want to know is How many times should I forgive him.

Andrew: Well I've given up forgiving you.

Jesus: Peter, Andrew, truly I say to you forgive your brother always.

Peter: As many as seven times?

Andrew: That's a lot

Jesus: No not seven.

Peter: Whew, I was beginning to get worried.

Andrew: Yeah I don't think I could come at seven times.

Jesus: Not seven but seventy times seven.

Andrew: (trying to count on his fingers). That's a lot of times.

Jesus: Exactly, in other words, forgive your brother always if your brother wrongs you. Go to him and be reconciled, take the first step, forgiveness is sacred.

Peter: But Lord, what if someone, who shall remain nameless, keeps doing the same thing over and over again?

7.1.4 RECONCILIATION - MAKING UP

Reconciliation (continued)

Jesus: Then forgive that someone over and over again, just like your Father in Heaven forgives you over and over again.

Andrew: Aw gee Lord that's hard.

Jesus: Many things are difficult Andrew, but that doesn't mean we don't try them. Tell me, if you came and asked my forgiveness, how would you feel if I turned you away?

Andrew: Well

Jesus: I would never turn away anyone who is seeking forgiveness. No I would not say its been too many times, not again.

Peter: So Lord, you want us to forgive all the time?

Jesus: Of course, just as I forgive you all the time. This is the way of my kingdom.

Andrew: Peter, I'm sorry I made a noise and scared the fish. I forgive you for being angry.

Peter: What? I mean OK. I forgive you for scaring the fish.

Jesus: You see. You are now reconciled. What a great feeling that is. Truly I say to you unless you are at peace with your brother and reconciled then you are not following my teachings.

Andrew: So Lord there is no dinner tonight.

Jesus: I forgive you Andrew.

Peter: I was trying to copy you Lord on the water.

Jesus: I forgive you Peter. Come on let us find the others. We have much to discuss.

Andrew: Four hundred and ninety.

Peter: What?

Andrew: 490.

Peter: What are you talking about.

Andrew: $7 \times 70 = 490$. That means I only have to forgive you 490 times.

Jesus: Andrew you know that is not what I said.

Peter: Yeah all the time brother, however hard that is.
(they begin to exit)

Andrew: OK but just wait till time 491 boy then are you going to cop it

Seven
7x7
Seven

7.2.1 THE BIBLE - PART ONE

Aim: To introduce you to the Bible as the living Word of God

The
History

Testament

1. Name the two divisions and the nine styles (two have been done for you (history)

2. Who or what is the point of overlap between the two divisions in the bible?
Write your answer in the space where the two circles cross over.



The

Testament

History

*Living
word of
God*



7.2.1 THE BIBLE - PART ONE

The Old Testament

The Old Testament records a lot of information about a nation called Israel, and what God had to do with their lives. It begins with the story of God creating the earth and everything in it - including people. It talks about how these people rejected God's offer of friendship and tried to live their own way. God chose the nation of Israel as a way of showing himself to the whole world. He led the way to Canaan - the land that was to be their home. They had many battles and many difficulties on the way. Sometimes they tried to go it alone, but they always ended up coming back to God for help. Israel had many kings and prophets some good and some bad. This small nation also had a hope for the future. God had promised them that one day he would send them a perfect king - a Saviour (ie. someone to save them from their troubles). This man was Jesus, God's son. The coming of Jesus, and how he changed the world is the story of the New Testament.

The New Testament

Background information

The New Testament is the second section in the Bible. It is made up of 27 books. The first four are called "The Gospels". These books are named after their authors, Matthew, Mark, Luke and John. Each of these record the story from a slightly different perspective. Next comes "Acts", a book that records the story of the and the people that were a part of it. This was written by Luke, who also wrote the gospel of Luke. The next 21 books are all letters, written to churches or individuals in various places. Examples include "Romans" - a letter from Paul to the church in "Corinthians" - a letter from Paul to the church and "Timothy" - a letter from Paul to his dear friend. These letters contain personal greetings and news, as well as instructions about how to live as Christians, and some teachings about God, Jesus, the Church, humankind and much more. The last book in the New Testament is called "Revelations". It was written by John after God had shown him a vision about future happenings and about Jesus coming back again.



7.2.1 THE BIBLE - PART ONE

The Bible

The Bible is a very significant document. The word "Bible" means ". The Bible is like a collection of books, written by many different authors over a very long period of time. The languages in which it was originally written are _____ .

Today, it has been translated into many different languages and is read by people all over the world. In fact, it is the world's best selling book.

The Bible records a lot of information, including _____ and

_____ . It is important that we look at how reliable the Bible is

and what it is about, because it records the facts and ideas that Christians believe are God's message to people today.

*God is speaking
to you now
through the
Bible*

*God is speaking
to you now
through the Bible*



7.2.1 THE BIBLE - PART ONE

Prophecy about Jesus

The Jews had been promised a King who would save them. The prophets had given them hints about what the King would be like when he came. There are 61 prophecies about the King - no one could fulfil them by accident and even if you tried, you couldn't fulfil some of them.

Match the prophecy from the Old Testament with the fulfilment in Jesus' life. What does this understand in the bible mean to us today?

Micah 5:2 "Bethlehem, you are one of the smallest towns in Judah, but from you the King will come."

Isaiah 7:14 "The Lord will give you a sign: a virgin will have a son and call him 'Immanuel' - God is with us."

Isaiah 60: 6 "Kings will come from Sheba bringing gold and incense."

Isaiah 35:5-6 "The King will open the eyes of the blind and heal the lame and deaf."

Zechariah 9:9 "Jerusalem! Your King is coming to you triumphant and victorious, but humble and riding on a donkey."

Psalms 4:9 "Even the King's close friend will betray him."

Isaiah 53:7 "He was treated harshly, but endured it humbly - he never said a word."

Isaiah 53:12a "He shared the fate of evil men."

Isaiah 53:12b "He took the place of many sinners and prayed they would be forgiven."

Jesus was born in Bethlehem.

Jesus did not try to resist his arrest or the beatings he was given.

Jesus healed many sick people during his life.

Jesus rode a donkey into Jerusalem and people hailed him as King.

Jesus asked the sinners be forgiven while he was on the cross.

Kings came to worship Jesus when he was young.

Jesus was crucified with thieves.

Isaiah 53:7 "He was treated harshly, but endured it humbly - he never said a word."

Isaiah 53:12a "He shared the fate of evil men."

Isaiah 53:12b "He took the place of many sinners and prayed they would be forgiven."

Jesus' friend Judas betrayed him.

Jesus' mother was a virgin.



DISCIPLESHIP RESPONSES(S) Students are challenged to

- To forgive themselves and others. To live out the words of the Our Father “As we forgive those who trespass against us” in our daily living e.g. playground home etc.

LESSON AIM: The aim of this lesson is to develop an understanding of the importance of forgiveness in the Christian Faith - as lived in life’s circumstances

RESOURCES:

Bible

KEY CONCEPTS: Forgiving Self – Forgiving Others

REFERENCES:

Scripture: Luke 5: 20 Luke 23:34 Luke 15: 1-2 John 8:3-11

Catechism: 520

In all of His life Jesus presents Himself as our model. He is the ‘perfect man’ who invites us to become His disciples and follow him.

LESSON PLAN

STEP 1 (recognise/respect) (suggested time: 5-10 mins)

It is often a good idea to put student responses to the following questions on a whiteboard for reference during the lesson.

- How many times have you said sorry in your life to date?
- How difficult is it to say sorry
- How difficult is it to say sorry and mean it.?
- What does is the message behind telling someone you are sorry?
- How difficult is to forgive someone who has wronged you or someone you love?
- Do we ever have to forgive ourselves?
- How important is forgiveness in our daily living?

STEP 2 (relate/respect)

(suggested time: 20 -30mins)

Jesus forgave many people. He taught us to forgive in prayer, through story and in action.

Read the following Gospel stories as illustrations of Jesus' forgiveness. Invite students to listen carefully as you will be asking questions about those involved in the stories and their forgiveness.

Luke 5: 20 Luke 23:34 Luke 15: 1-2 John 8:3-11 Mat 6: 9-14

Brainstorm the students for:

- Names of the people from the stories that Jesus forgave
- For the stories he told about forgiveness
- The special prayer that Jesus taught the Apostles.

Distribute Activity Sheet 1 and have them complete from the brainstormed responses

Handout Activity sheet 2 – Forgiveness and have students complete with the aid of their bible.

STEP 3 (review/rejoice)

(suggested

time: 10-20mins)

There are two choices of activity for this review/rejoice:

- To watch the DVD And discuss its relevance to the title of Forgiveness.
- Or
- To have students participate in the play 'The Lost Son' Discuss its relevance to the title of Forgiveness.

The lesson can be drawn together by the use of the reconciliation Liturgy 'Giving and Receiving reconciliation.

Suggested Songs to accompany the liturgy

- This is the time
- Turn back to God

DISCIPLESHIP RESPONSES(S) Students are challenged to

- reconcile themselves with God, others and self.
- develop a consciousness of the Holy Spirit's activity
- identify with the Catholic community
- a renewed appreciation of the relationship between Catholic liturgy and life

LESSON AIM: The students will develop knowledge about and an appreciation for the healing and the nature of the Sacrament of Penance

RESOURCES: Sacred Space: A Cross in an upright position, draped with a purple stole or cloth and a candle and open Bible at the foot of the Cross,
Turning Around CAVC production dvd
Don't Dream It's Over by Crowded House

KEY CONCEPTS: Forgiveness, relationship, sacrament

REFERENCES:

Scripture:	James 5: 13-16	Patience and Prayer
	Matt 5:23-24	Make Peace with your Brother
	Matt 18:15-18	A Brother Who Sins
	Mark 2: 3-12	Jesus Heals the Paralysed Man
	Luke 5:17-26	Jesus Heals the Paralysed Man
	John 5:14	The Healing at the Pool
Catechism	nn 1423 – 1498	The Sacrament of Penance and Reconciliation
	nn 1499 – 1532	The Anointing of the Sick

LESSON PLAN

STEP 1 (suggested time: 15 mins)

- Show the opening scenes of film *Turning Around* and then Introduce and outline the lesson, with a focus on the Sacrament of Penance.
- Ask students to respond to each of the following statements with a show of hands for undecided or true or false. (*Reflect*)

Sin is an obstacle to our relationship with others

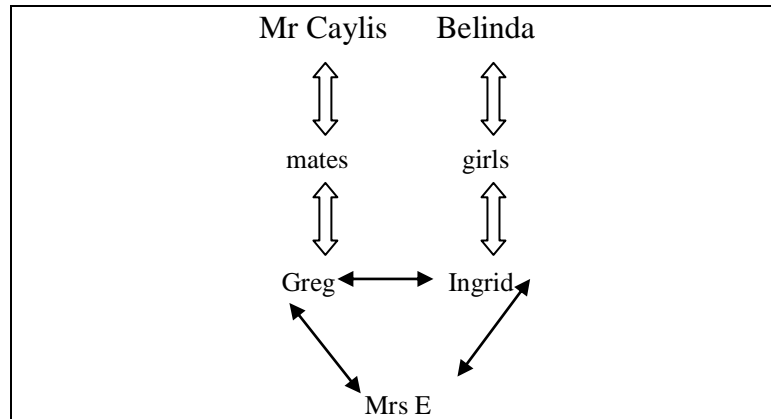
Sin is an obstacle to our relationship with ourselves

Sin is an obstacle to our relationship with God

Record the totals on a chart

STEP 2 (suggested time: 25 - 30 mins)

- Continue viewing the video *Turning Around*, stopping at the point where the whole Erickson family are fighting. As a class, discuss one of the key characters, either Ingrid or Greg, using a spider diagram and highlighting the obstacles that are blocking their relationships. Challenge the class to identify ways in which this character could reconcile their relationships (*Respond*)



- VIEW the remainder of the film including the reception of the sacrament by Ingrid

STEP 3

(suggested time: 10 – 15mins)

Closing Liturgy (*Rejoice*)

- Have the students recall a time when they were in a similar situation to that of the video viewed.
- **Read:** James 5: 13-16 Patience and Prayer.
- On a post it note or similar, have the students write a few words recalling the incident
- Prayers of intercession with Sorrow theme (*To be written*)
- Play **DON'T DREAM IT'S OVER** by Crowded House and invite the students to come forward and place their post it note on the Cross or sacred space, as a symbolic handing it over to Jesus and then collect a small Heart with message of hope printed on it.

DISCIPLESHIP RESPONSES(S) Students are challenged to

- recognise Jesus in others and treat them accordingly
- be part of the parish and the school faith communities
- participate in the sacraments esp. Holy Communion/Eucharist
- participate in the liturgical celebrations

LESSON AIM:

- Students to understand the growth of their soul and spirit comes from being open to new knowledge, skills and experiences in light of their connectedness from God's unconditional and never ending love.

RESOURCES:

- Sacred Space Material: Bread, Cup, white cloth, Bible.
- Coloured pencils and/or crayons, worksheets,
- **CD of reflective music for the Gospel reading**
- Mandala activity..

KEY CONCEPTS:

- Recognising Jesus, Spiritual growth, Meal sharing Eucharist.

REFERENCES:

Scripture:

- Lk 24:13 – 35 The Walk to Emmaus

Catechism

- nn1322-1323 The Sacrament of the Eucharist
- nn 1327 The Eucharist – Source and Summit

LESSON PLAN

STEP 1 (suggested time: 5 – 10 mins)

- Have the students sit comfortable and close their eyes and recall the last long school holiday break they had. (**Recognise**) Ask the following questions:
 - How did you physically grow? (like a shoe size or height)?
 - How did you grow in knowledge about something you didn't know before? (a place, people, gadget on iphone etc)?
 - In what way were you able to accomplish something new, gain a new skill you didn't have before (tried a recipe from 'Masterchef', learnt to master a new soccer drill or skill, a new dance move, changing your room around so it is better etc?)
- From one of those experiences of growth, in either physical appearance, knowledge or skill, describe how you have grown from a previous situation?
- Share with the students one time in your life when you experienced some type for growth in either a physical way or in the area of knowledge or gained a skill. Feel free to embellish your awe inspired moment – for example, becoming a parent and feeling God's love. (**Reflect**)

STEP 2

(suggested time: 25 – 30 mins)

- But what about the growth of your soul and spirit?
Teacher to give an example of a religious experience he/she had which led him/her to a deepening of his/her relationship with God.
- Turn the music on and once more, have the students sit comfortably and close their eyes and read Luke's account of The Walk to Emmaus (*Relate.*) Ask the following questions:
 - How do you think the two disciples were feeling as they left Jerusalem after knowing the Jesus had died?
 - Why do you think they didn't recognise Jesus when he joined them?
 - What was it the two realised when Jesus broke and blessed the bread?
 - How did this change them?
 - Recall a time in your life when you had been feeling disappointed and then the disappointment changed into excitement or enthusiasm?
 - What caused this change?(*Reflect*)
- Distribute the coloured pencils and/or crayons for Mandala activity. Having given the students time to reflect on these questions, have them complete the Mandala in their worksheets. Encourage students to write a short reflection on their experience.

STEP 3

(suggested time: mins)

- Invite the students to gather around the sacred space and place their mandalas on it. (These can be collected after the prayer). Invite the students to share their reflections. Together, pray the following

Father in heaven,
You sent your son to teach us of the great love you have for each one of us. he taught us by word and by action, the action of dying on the Cross and rising from the dead. May we be truly mindful of your message of love for us and in our daily life, reach out to our family, our friends and all those whom you send us.
May we take Jesus to everyone we meet.
We may his prayer through Jesus, your Son and in the unity of the Holy Spirit.
Amen.

Student Pages

On the first day of the week, two of the disciples were going to a village called Emmaus, about eleven kilometres from Jerusalem, and talking with each other about all these things that had happened. While they were talking and discussing, Jesus himself came near and went with them, but their eyes were kept from recognizing him.

And Jesus said to them, "What are you discussing with each other while you walk along?" They stood still, looking sad. Then one of them, whose name was Cleopas, answered him, "Are you the only stranger in Jerusalem who does not know the things that have taken place there in these days?" Jesus asked them, "What things?"

They replied, "The things about Jesus of Nazareth, who was a prophet mighty in deed and word before God and all the people, and how our chief priests and leaders handed him over to be condemned to death and crucified him. But we had hoped that he was the one to redeem Israel. Yes, and besides all this, it is now the third day since these things took place. Moreover, some women of our group astounded us. They were at the tomb early this morning, and when they did not find his body there, they came back and told us that they had indeed seen a vision of angels who said that Jesus was alive. Some of those who were with us went to the tomb and found it just as the women had said; but they did not see Jesus."

Then Jesus said to them, "Oh, how foolish you are, and how slow of heart to believe all that the prophets have declared! Was it not necessary that the Messiah should suffer these things and then enter into his glory?"

Then beginning with Moses and all the prophets, Jesus interpreted to them the things about himself in all the scriptures. As they came near the village to which they were going, Jesus walked ahead as if he were going on.

But they urged him strongly, saying, "Stay with us, because it is almost evening and the day is now nearly over." So Jesus went in to stay with them.

When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized Jesus; and he vanished from their sight.

The two disciples said to each other, "Were not our hearts burning within us while he was talking to us on the road, while he was opening the scriptures to us?"

That same hour they got up and returned to Jerusalem; and they found the eleven and their companions gathered together. These were saying, "The Lord has risen indeed, and he has appeared to Simon!" Then the two disciples told what had happened on the road, and how the Lord had been made known to them in the breaking of the bread.

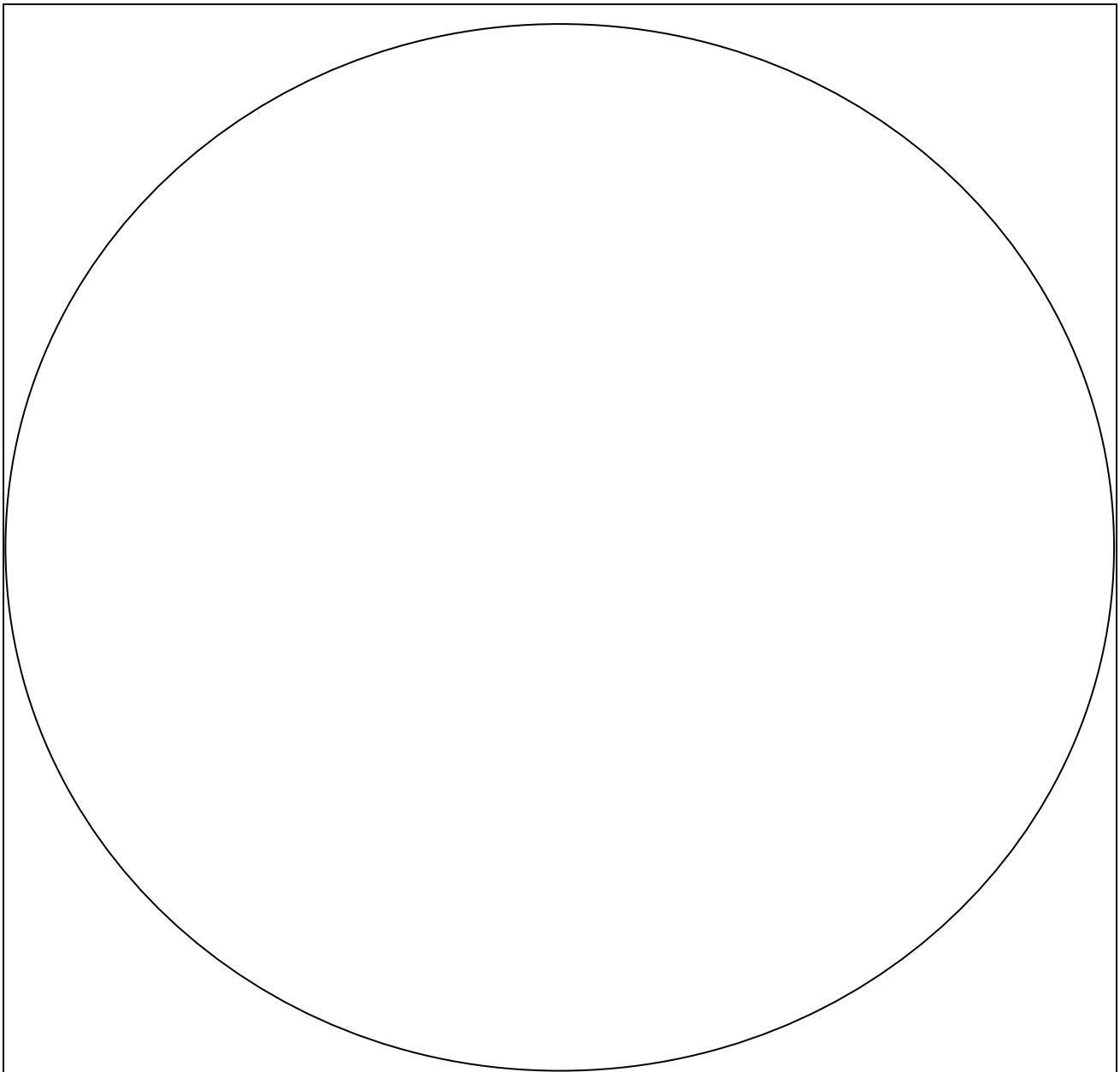
Concluding Prayer

Father in heaven,

You sent your son to teach us of the great love you have for each one of us. He taught us by word and by action, the action of dying on the Cross and rising from the dead. May we be truly mindful of your message of love for us and in our daily life, reach out to our family, our friends and all those whom you send us. May we take Jesus to everyone we meet.

We may this prayer through Jesus, your Son and in the unity of the Holy Spirit.

Amen.



Reflection Questions

- How do you think the two disciples were feeling as they left Jerusalem after knowing the Jesus had died?
- Why do you think they didn't recognise Jesus when he joined them?
- What was it the two realised when Jesus broke and blessed the bread?
- How did this change them?
- Recall a time in your life when you had been feeling disappointed and then the disappointment changed into excitement or enthusiasm?
- What caused this change?

DISCIPLESHIP RESPONSES(S) Students are challenged to

Students are challenged to:

- recognise Jesus in others and treat them accordingly
- be part of the parish and the school faith communities
- participate in the sacraments esp. Holy Communion/Eucharist
- participate in the liturgical celebrations

LESSON AIM:

- Students to develop an understanding of the sacrament of Eucharist, seeing it as a sign of God’s presence at every meal which can deepen our faith in Jesus Christ and in his mission.

RESOURCES:

- Pins, sticky tape, felt pens, butcher paper
- **Include the students’ pages as SmartBoard material**
- **Song or song and visuals of Eucharist**
- **Chart from step 3**

KEY CONCEPTS:

- Belonging through Baptism, Meals of the domestic church and parish as sacred moments to share in the Celebrations of our church.

REFERENCES:

Scripture:

- **1 Corinthians 11:23 – 26 Institution of the Lord’s Supper**

Catechism

- nn1322-1323 The Sacrament of the Eucharist
- nn 1327 The Eucharist – Source and Summit

LESSON PLAN

STEP 1 (suggested time: 20 mins)

- Explain to the students that in our busy lives, it is vitally important every day not just to connect with one another but to connect to God. For this reason, the lesson will begin with a reflective reading of 1 Corinthians 11:23 – 26, the Institution of the Lord’s Supper (Lection Divina). (**Rejoice**) Allow a period of silence after the reading.
- Read the Scripture passage a second time and ask the students to choose a word or sentence that speaks to them. Invite the students to share the word or sentence they chose. Conclude the time of prayer with The Glory Be.
- Ask the following questions. (**Recognise**)
 - Who enjoys cooking or has watched My Kitchen Rules or Master Chef?
 - What are the steps that are involved in preparing and serving a meal? (*Buy the ingredients, peel and cut vegetables, prepare the meat, set the table, follow the recipe, have the utensils, set the table, ... and other suggestions*)

- What has to occur before we purchase the food from the supermarket or grocery store? (*fields need to be made ready, crops need to be sown, cared for and harvested, cattle etc need to be cared for and nourished, slaughtered and prepared for the butcher, delivered to the shop....other suggestions.*)
- From these examples, the evening meal connects us to the farmer and his family, the supermarket workers and shop owners. Let us focus on Bread as it is a symbol on connectedness.

Bread is made up primarily of flour made from grinding up many grains of wheat or rice. It is mixed with salt and water and yeast to rise to become one loaf of bread. You know those wafting smells of beautiful warm fresh bread.

- Brainstorm the following questions (*Reflect*)
 - What does it mean to “take time and take care” whilst meal sharing? (*Students’ responses*)
 - Explain how your meals together can be “sacred moments”? (*Students’ responses*)
 - Explain the close connection between the place you experience meal sharing and the place you worship. (*Students’ responses*)
 - Identify a place you come to, to grow in knowledge about your faith, a place where Jesus is really present. (*Students’ responses*)
 - Name the link between reflecting on the spirituality of meal sharing and what it teaches us about Eucharist. (*Students’ responses*)

For “the meals of the domestic church and the parish are sacred moments”.
(Nick Wagner RTJ: The Magazine for catechist Formation, January 2005, page 7).

STEP 2 **(suggested time: 15 - 20 mins)**

- What is your responsibility then in planning and persevering in these sacred moments of Eucharist (*Reflect*)
- Present the following table and have the student give practical ways that they can do each of the Essential Principles in their every day living. (*Relate*)

ESSENTIAL PRINCIPLE	EXAMPLES
TAKE	
BLESS	
BREAK	
SHARE	

- Display the following table and discuss how these essential principles relate to our preparation and celebration of the Eucharist

STEP 3

(suggested time: 15 mins)

ESSENTIAL PRINCIPLE	EXAMPLES
TAKE	Time – we take ourselves to the table of the Lord by coming to Mass (Jesus took time with those he loved).
	Care – being conscious to listen, to be reverent and in saying thank you to God.
BLESS	Blessings traditionally glorify God, ask God for favours or restrain the power of evil in the world, to keep you always safe.
	To pray with your entire mind, your heart and your being. Sharing prayer, lifting our thoughts and those of our community around us “up to our heavenly Father which shifts the burden from our shoulders to His” ¹ .
BREAK	Open ourselves out to God, for he knows everything about us.
	Leave any facades we have, to be free to speak to God as YOU ARE, with people of God around us, all revealing themselves to God.
SHARE	Solidarity – standing together not just with each other but with the mind and heart of Jesus Christ.
	Solidarity with the poor. Jesus basic mission was to serve the poor, to stand for justice, standing up for what we believe as Catholics in the 21 st Century.

¹ Guardian of Purity: A Parent’s Guide to Winning the War Against Media, Peer.....Julie Hiramane, Published by Charisma House, Florida, 2012, page 53.

Every meal should deepen our faith in Jesus Christ and in his mission.

STUDENT PAGE

How can your meals together be “sacred moments”?

There a close connection between the place you share a meal with friends and the place you celebrate Eucharist.

How is celebrating the Eucharist an opportunity to grow in knowledge about your faith, a place where Jesus can be really present?

List the ways that sharing a meal with friends and family can be an experience of community and a Eucharistic moment.

“the meals of the domestic church and the parish are sacred moments”.
(Nick Wagner RTJ: The Magazine for catechist Formation, January 2005, page 7).

....family connectedness takes planning and perseverance.....

Every meal should deepen our faith in Jesus Christ and in his mission.

ESSENTIAL PRINCIPLE	EXAMPLES
TAKE	
BLESS	
BREAK	
SHARE	

DISCIPLESHIP RESPONSES(S) Students are challenged to

- recognise Jesus in others and treat them accordingly
- be part of the parish and the school faith communities
- participate in the sacraments esp. Holy Communion/Eucharist

LESSON AIM:

- Students to develop an understanding of the sacrament of Eucharist, seeing it as a sign of God's presence in us as the face of Jesus Christ to others around us.

RESOURCES:

- Booklets
- mandala worksheets and coloured pencils or crayons
- Sacred space material: bread, cup or carafe of "wine", white cloth, spread over a desk or table.
- **Reflective song on the theme of being Eucharist to one another for the Prayer activity at conclusion of lesson.**
- **Video clip of one person or a group reaching out to someone as Jesus would.**

KEY CONCEPTS:

- Sacrament as sign,
- God's presence,
- Being the face of Jesus to one another vt

REFERENCES:

Scripture:

- 1 John 4:7 – 12

Catechism

- nn1322-1323 The Sacrament of the Eucharist
- nn 1327 The Eucharist – Source and Summit

LESSON PLAN

STEP 1

(suggested time: 15 mins)

- Ask the students what they already know about the Eucharist. (**Recognise**)
- Explain that this lesson looks at how the Eucharist enables us to be the face of Christ to all those with whom we interact. (**Reflect**)
 - What does the word 'Eucharist' mean? ("*to give thanks*")
 - How we are 'Eucharist' to one another?
 - What does this way of life call us to do locally and globally?
- Share Shaya's story. (**Or Video clip of one person or a group reaching out to someone as Jesus would.**)

Shaya's Story

In Brooklyn, New York, there is a school that caters for learning disabled children. At a fund-raising dinner, the father of a learning-disabled child delivered a speech that would never be forgotten by all who attended.

After extolling the school and its dedicated staff, he cried out, "Where is the perfection in my son Shaya? Everything God does is done with perfection. But Shaya cannot do things perfectly. He cannot understand things as other children do. Shaya cannot play the games other children do. He will never read the books which other children can read. "Where is God's perfection?"

The audience was shocked by this politically incorrect question, pained by the father's anguish and stilled by the piercing query. "I believe," the father answered, "that when God brings a child like Shaya into the world, the perfection that he seeks is in the way people respond to this child". He then told the following story about his son:

One afternoon Shaya and I walked past a park where some older teenage boys were playing baseball. Shaya asked, "Dad, do you think they will let me play?" I knew that it was highly unlikely, as Shaya was not at all competent, and the boys appeared to be playing quite seriously. But I knew that it would mean so much to him if he could join in, so I approached one of the boys I knew in the field and asked if Shaya could play. The boy looked around for guidance from his team-mates. Getting none, he took matters into his own hands and said "We are losing by six runs and the game is in the eighth inning. I guess he can be on our team and we'll try to put him up to bat in the ninth inning". Shaya smiles broadly as the other boy said that he could play.

Shaya's team scored a few runs but was still behind by three. In the bottom of the ninth inning, Shaya's team scored again and now with two outs and the bases loaded with potential winning run on base, Shaya was scheduled to be up. Would the team actually let Shaya up to bat now, and give away their chance to win the game? Surprisingly, Shaya was given the bat. Everyone knew that it was all but impossible because Shaya didn't even know how to hold the bat properly, let alone hit with it. However as Shaya stepped up to the plate, the pitcher moved a few steps to lob the ball in softly so Shaya should at least be able to make contact. The first pitch came in and Shaya swung clumsily and missed.

One of Shaya's team-mates came up behind Shaya and together they held the bat and faced the pitcher waiting for the next pitch. The pitcher again took a few steps forward to toss the ball softly toward Shaya. As the pitch came in, Shaya and his team-mate swung at the ball, and together they hit a slow ground ball to the pitcher. The pitcher could have easily thrown the ball to the first baseman, Shaya would be out and that would be the end of the game.

Instead, the pitcher took the ball and threw it on a high arc to right field, far beyond reach of the first baseman. Shaya's helper coaxed him, "Shaya, run to first. Run to first." Never in his life had Shaya run to first. He scampered down the baseline wide-eyed and startled. By the time he reached first base, the right fielder had the ball. He could have thrown the ball to the second baseman who would tag out Shaya, and get him out. But the right fielder understood what the pitcher's intentions were, so he threw the ball high and far over the third baseman's head, while one of the fielders yelled, "Run to second, run to second." Shaya ran towards second base as the runners ahead of him excitedly ran home. As Shaya reached second base, the second baseman, who of course was on the other team, pointed Shaya towards the third base and called out "Run to third". As Shaya rounded third, all the other action had stopped. The boys on both teams had caught the spirit of what was happening and were screaming out "Shaya run home." As Shaya ran to home base his team mates ran out to him, hoisted him on their shoulders, and congratulated him on winning the game for their side.

"That day," Said the father softly with tears now rolling down his face, "those 18 boys reached their level of God's perfection".

That day those 18 boys shared Eucharist. (**Respect**)

- In what ways were the boys being Jesus to Shaya? (*They did not focus on winning; rather they were willing to include Shaya despite the cost.*)
- How did they grow through this way of being? (*They grew in knowledge, skills and experience in understanding the bigger picture than winning.*)

STEP 2

(suggested time: 25 mins)

Mandala Activity (**Reflect**)

Distribute the mandala worksheets and coloured pencils or crayons.

Reflect on the story and think of a time when you were treated 'generously' by your friends or team mates.

- How did it feel?
- What was the effect on you?
- Have you been able to treat someone else like this?

Using colours, shapes, symbols and pictures, draw your reflection of this experience and then spend some time talking about it with God.

STEP 3

(suggested time: 5 mins)

Invite the students to gather round the sacred space and to display their mandalas and have them share the meaning of their mandala.

Conclude the lesson by reading together this poem by R. Voight "The Eucharist". (**Rejoice**) followed by **Reflective song on the theme of being Eucharist to one another**

The Eucharist by R. Voigt

He was old, tired, and sweaty, pushing his homemade cart down the alley,
stopping now and then to poke around in somebody's garbage.
I wanted to tell him about EUCHARIST.
But the look in his eyes, the despair on his face,
the hopelessness of somebody else's life in his cart,
Told me to forget it.
So I smiled, said "Hi" --- and gave him EUCHARIST.

She was cute, nice build, a little too much paint,
Wobbly on her feet as she slid from her barstool, and definitely on the make.
"No, thanks, not tonight," --- and I gave her EUCHARIST.

She lived alone, her husband dead, her family gone,
and she talked at you, not to you.
Words, endless words, spewed out.
Therefore, I listened --- and gave her EUCHARIST.
Downtown is nice; Lights change from red to green, and back again,
Flashing blues, pinks, and oranges.
I gulped them in, Said, "Thank you, God"
and made them EUCHARIST.

I laughed at myself, and told myself,
"You, with all your sin, and all your selfishness,
I forgive you, I accept you, I love you."
It is nice, and so necessary to give yourself EUCHARIST.

My God, when will we ever learn
You cannot talk EUCHARIST
you cannot philosophize about it.
YOU DO IT.

You do not dogmatize EUCHARIST.
Sometimes you laugh it, sometimes you cry it, and often you sing it.
Sometimes it is wild peace, then crying hurt, often humiliating, never deserved.
You see EUCHARIST in another's eyes,
give it in another's hand held tight, and squeeze it in an embrace.

You pause EUCHARIST in the middle of a busy day,
speak it in another's ear,
Listen to it from a person who wants to talk.
For EUCHARIST is as simple as being on time
and as profound as sympathy. I give you my supper,
I give you my sustenance,
I give you my life,
I give you me.
I give you EUCHARIST.

STUDENT PAGES

SHAYA'S STORY

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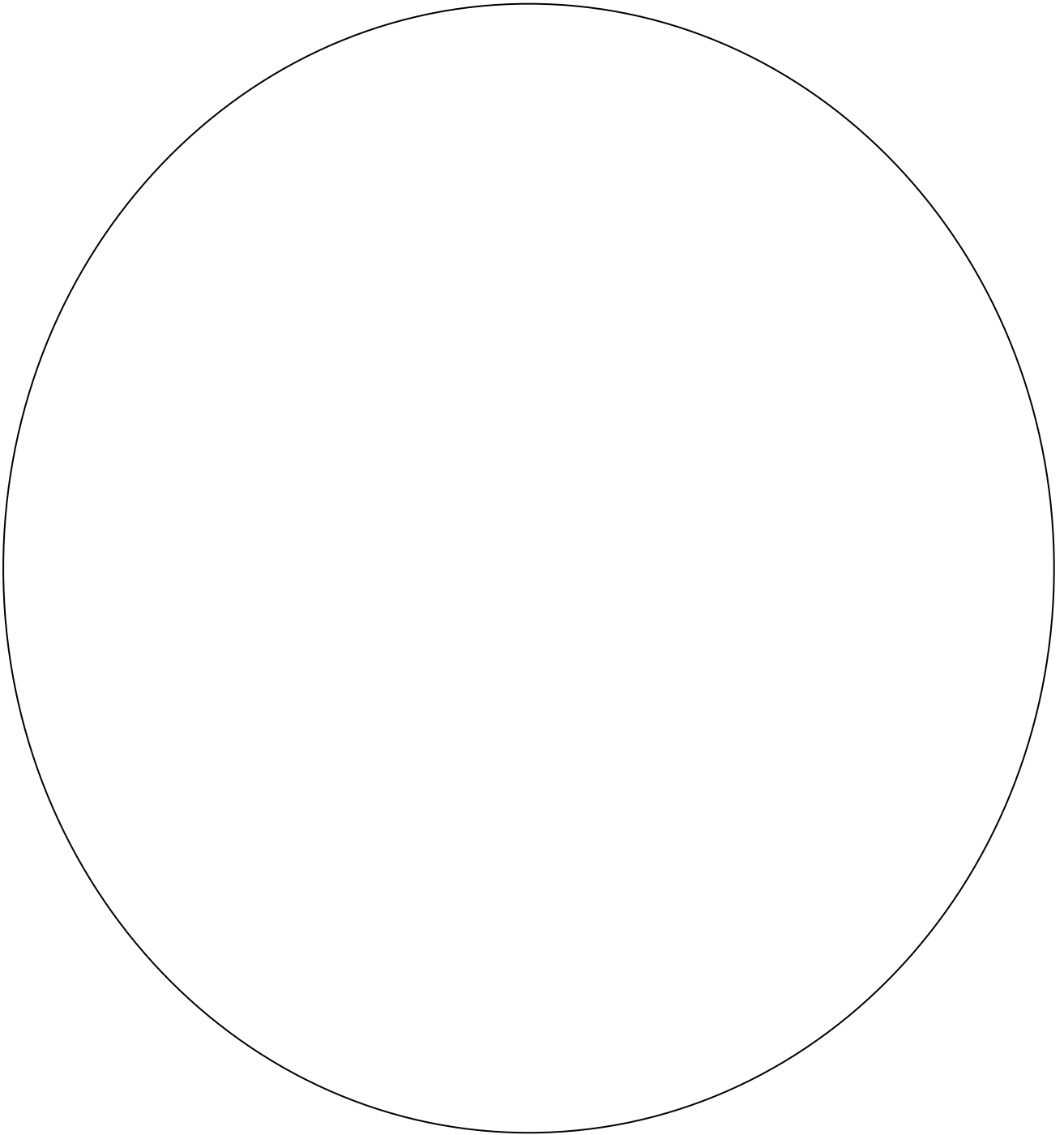
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Mandala Activity

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- How did it feel?
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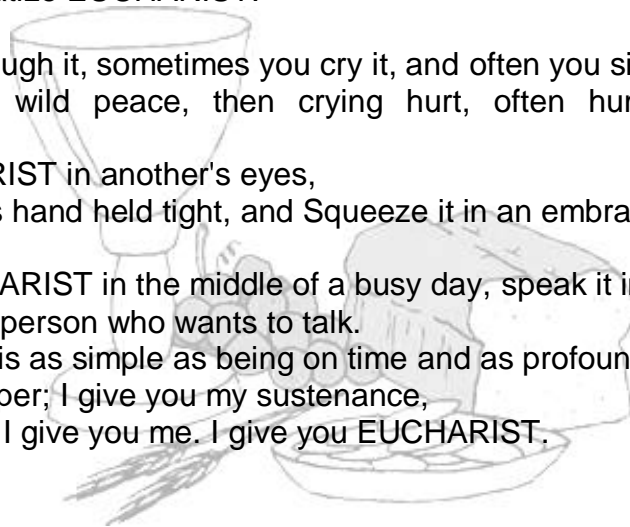
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You pause EUCHARIST in the middle of a busy day, speak it in another's ear, Listen to it from a person who wants to talk.

For EUCHARIST is as simple as being on time and as profound as sympathy.

I give you my supper; I give you my sustenance, I give you my life, I give you me. I give you EUCHARIST.



DISCIPLESHIP RESPONSES(S) Students are challenged to

- recognise mystery and awe as dimensions of their relationship with God
- integrate the celebration of Sacraments into life
- identify themselves as part of the Catholic community

LESSON AIM:

- To develop an understanding of the meaning of Christ’s real presence in the Eucharist in the forms of bread and wine.

RESOURCES:

- Sacred Space Items: a cup and bread, grapes and wheat, an image of Last Supper,
- “Welcome to My Life”, Simple Plan’s CD,
- Worksheet:
- “No Longer I” – Christian City Youth CD

KEY CONCEPTS: Eucharist, Real Presence, Communion

REFERENCES: .

Scripture:

- 1 Corinthians 11:23-26 Eucharist

Catechism

- nn 1113-34 The Church's Sacraments
- nn 1145-1152 Signs and symbols
- nn1322-1498 Eucharist

LESSON PLAN

STEP 1 (suggested time: 5 mins)

- Begin the lesson by playing “Welcome to My Life” (CD).
- After the song, explain to the students that the lead singer from Simple Plan, “Pierre” is really present to his audience. He engages the audience. He’s not just a good voice. He embodies what he sings. He draws the audience into his performance.
- Stress that the lead singer is *really present* to his audience. He could be just standing there doing nothing. He would still be present, but he is really present because he’s so passionate about what he’s doing. His words are really present to young people because they relate to them so well, even on recorded versions.

STEP 2 (suggested time: 25 – 35 mins)

- Present the Slogan: (***Respect***)
“Jesus is Really Present in Communion (Eucharist)”
 (This statement relates to their *personal relationship with Christ, a union with a friend being nourished by communion.*) Challenge the students to think about the meaning of the slogan.
 - Can it be true?
 - Is Jesus really present today now, or is it just “in memory”.

- Then on the worksheets, have the students mark on the continuum from “Really Present” to “In Memory”, where the students stand. where they stand on the statement . When they have completed this, proclaim: 1 Cor 11:23-26 (**Relate**)
- Break open this reading, emphasizing the Jesus is really present in the Eucharist, not just a symbol or a way of remembering. (**Respect**)
- Discuss spiritual nurturing. (Compare with physical nurturing). Incorporate the word “grace” into language. (Maybe use imagery of rays of light pouring into us from Heaven through the Sacraments, empowering us to live like Christ or use your own imagery as witness to what grace is for you). Do our spirits need nurturing? Why? How? . (**Respect**)

STEP 3

(suggested time: 5 – 8 mins)

- Invite the students to gather around the sacred space for the concluding prayer (if space allows) otherwise, suggest that they stand in their places. (**Rejoice**)
- *Prayer of Commitment* with theme “By receiving Christ *really present* in Eucharist (Communion), we become Christ like *really present* to the world (community)”.
- Explain prayer ritual. . Invite the students to pray one of the intercessions. The same prayer might speak to more than one person so can be said more than once. OR invite them to name their own prayer.

STUDENT PAGE

1 Cor 11:23-26

“For I received from the Lord what I also passed on to you: The Lord Jesus, on the night he was betrayed, took bread, and when he had given thanks, he broke it and said, “This is my body, which is for you; do this in remembrance of me.” In the same way, after supper he took the cup, saying, “This cup is the new covenant in my blood; do this, whenever you drink it, in remembrance of me.” For whenever you eat this bread and drink this cup, you proclaim the Lord’s death until he comes.

Christ is
Really PresentChrist is
a Memory

Agree

Not sure

Agree

C
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COMM NITY

Who is missing?

Prayer of Commitment

Leader: Let us begin with the Sign of the Cross...

Leader: If you do things in Christ's name, He will be **present** through you, just like He is **present** to you in Eucharist.

All: By receiving Christ in Eucharist, we make Christ *really present* to the world

Leader: Jesus help us to remember we are not alone and you are **present** in Eucharist to nourish us in our Christian lives. Lord hear us

All: By receiving Christ in Eucharist, we make Christ *really present* to the world

Leader: Jesus help us to be **really present** to our family, friends, community and to the world. Lord hear us

All: By receiving Christ in Eucharist, we make Christ *really present* to the world

Leader: Jesus, open our eyes to know that the Church can help us with the Sacraments and with organisations like Vinnie's to be **really present** to others. Lord hear us

All: By receiving Christ in Eucharist, we make Christ *really present* to the world

Leader: Lord I am prepared to stand up and make a difference. Please fill me with grace and nourish me through the Sacrament of Eucharist. Lord hear us

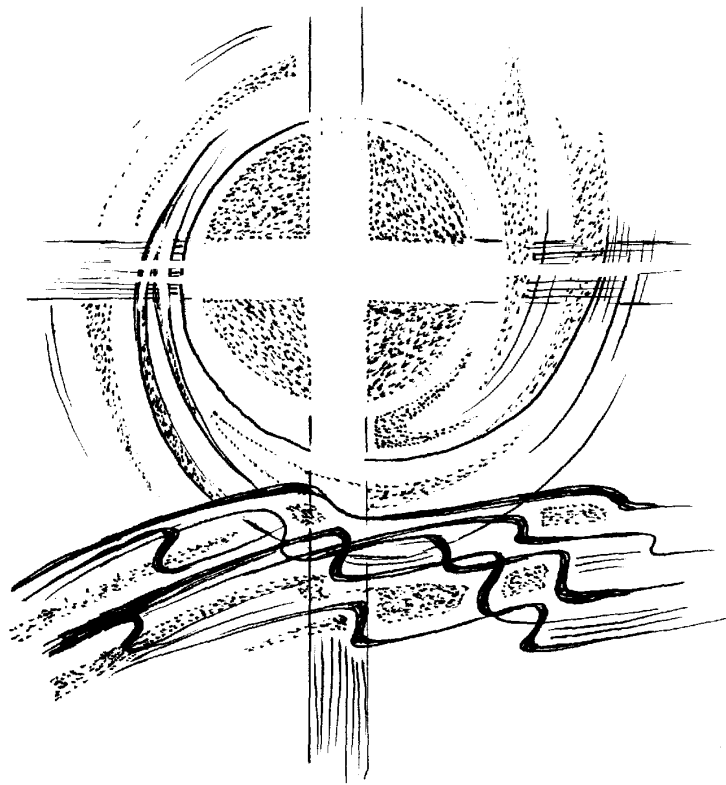
All: By receiving Christ in Eucharist, we make Christ *really present* to the world

(Students are invited to make a prayer of commitment
with everyone responding)

All: By receiving Christ in Eucharist, we make Christ *really present* to the world

Concluding Song: "No Longer I"

The Sacrament of Penance



Year 10

Teacher's Notes

DISCIPLESHIP RESPONSES(S) Students are challenged to

- Spend regular time, together and individually, in prayer and reflection;
- Experience the Sacramental life of the Church expressing God's love, forgiveness and fidelity for them and for the world;
- Have their experience of, attitudes towards, and participation in, the life and Mission of the Church enriched and refreshed.

AIM: This lesson aims to develop the students' understanding of the place of the Sacrament of Penance in Catholic life.

RESOURCES: New Testaments
 Luke 19:1-10 – The story of Zacchaeus
 Music – song reflecting a change of heart e.g. Come As You Are, Deidre Brown, As One Voice Vol 1 (AOV1), No 31.
 Do Not Be Afraid, Bernadette Farrell, AOV1, No 79.
 Act Justly - Trisha Watts/Monica O'Brien, AOV1, No 50.
 Or Hillsong style

KEY CONCEPTS: sacrament, ritual of the sacrament, confession, contrition, conversion

REFERENCES:

Scripture: Read Luke 19:1-10

Catechism n1490: Conversion
 n1491: Penitent and Priest
 n1492: Repentance
 n1493: Confession
 n1494: Penance
 n1495: Absolution

LESSON PLAN

STEP 1

(suggested time: 10 mins)

- KWL Chart concerning the sacrament of Penance. On a chart with 3 columns labelled **K**now in column 1, **W**ant to learn in column 2 and what was **L**earnt.
- Brainstorm the students about what they already know about the Sacrament of Penance and have them record their responses in the first column of the chart in their worksheet. Have the students tell their responses to the class and record them on the large chart. (5 mins)
- Repeat the process asking the students what they want to learn about the Sacrament of Penance and record in the second column. (This strategy helps the

teacher know what the students already know and want interests the students as to what they want to learn.) (5 mins)

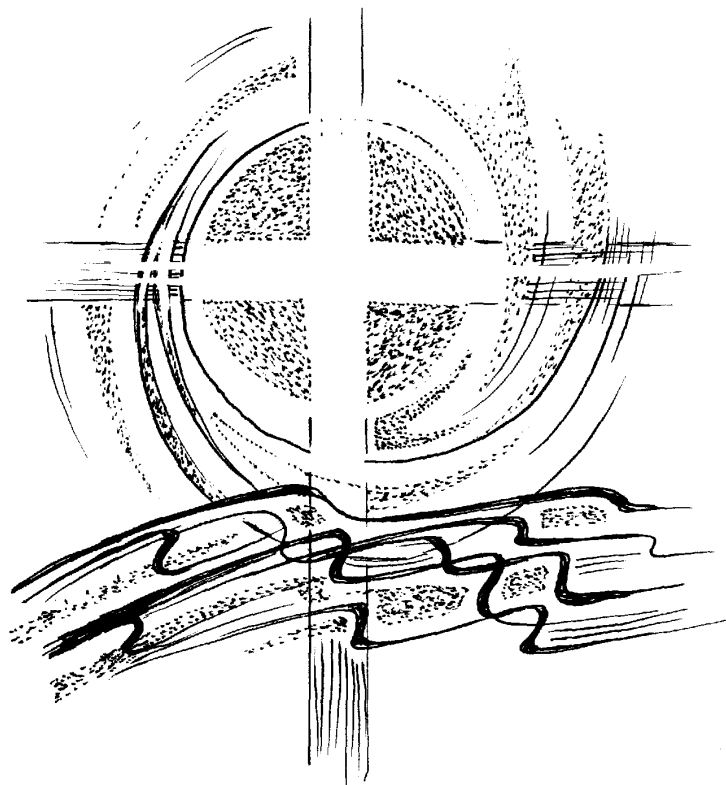
STEP 2 (suggested time: 25 – 30 mins)

- Teachers present *What are the parts of the Sacrament of Penance and Reconciliation?*” (Pp13 – 14 of Module 3) (**Respect**) (7 mins)
- Read Luke 19:1-10 (**Relate**) and discuss the passage in relation to the various aspects of the Sacrament of Penance. (10 mins)
How does the story of Zacchaeus reflect what happens in the Sacrament of Penance and Reconciliation?
Teachers highlight:
 1. awareness of sin;
 2. desire to change our relationship with God;
 3. expressing our sins;
 4. reconciliation and pardon;
 5. willingness to make up for what has been done wrong;
 6. conversion of heart.
- Students complete the chart in the worksheets that asks them to match up the verses of Zacchaeus’ story with the steps of the 1st Rite of Reconciliation. (8 mins)

STEP 3 (suggested time: 5 mins)

- **Prayer on prayer card** with a song celebrating reconciliation (**Rejoice**) e.g.
Come As You Are, Deidre Brown, As One Voice Vol 1 (AOV1), No 31.
Do Not Be Afraid, Bernadette Farrell, AOV1, No 79.
Act Justly - Trisha Watts/Monica O'Brien, AOV1, No 50.

The Sacrament of Penance



Year 10

Student Handouts

<i>Student Pages</i>		
Unit 10.8	Lesson 4	The Sacrament of Penance
Aim: This lesson aims to develop the students' understanding of the place of the Sacrament of Penance in Catholic life		

K	W	L

Read Luke 19:1-10 and write the verses that match the aspects of the Sacrament of Penance in the right hand column.

<p><i>Awareness of sin;</i></p>	
<p><i>Desire to change our relationship with God;</i></p>	
<p><i>Expressing our sins;</i></p>	
<p><i>Reconciliation and pardon;</i></p>	
<p><i>Willingness to make up for what has been done wrong;</i></p>	
<p><i>Conversion of heart.</i></p>	