

CATHOLIC
EDUCATION
MELBOURNE

Seeking to Live the Good News

CATECHIST BOOK

YEAR
1

Seeking to Live the Good News Catechist Book Year 1

Published by Catholic Education Melbourne
James Gould House, 228 Victoria Parade
East Melbourne Victoria 3002
www.cem.edu.au

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This Catechist Book is a companion to *Seeking to Live the Good News Student Workbook Year 1*.

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Photographs: Kaye Clancy (p. 85, 96, 157), Sharon Freeman (p. 6, 43, 74, 144)

Illustrations: Kaye Clancy (p. 145), Sharon Freeman (p. 14, 44), Kay Whelan (p. 4, 28, 114, 115, 128, 155, 156)

All other artwork: Nova Development Corporation 2004, *Art Explosion Image Library*, Calabasas, CA.

ISBN 978-0-86407-438-6

Nihil Obstat: Reverend Monsignor Peter Kenny STD
Diocesan Censor

Imprimatur: Monsignor Greg Bennet
Vicar General EV

Date: 19 January 2016

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LESSON

1

God Loves me

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

In the course of its history, Israel was able to discover that God had only one reason to reveal himself to them, a single motive for choosing them from among all peoples as his special possession: his sheer gratuitous love. And thanks to the prophets Israel understood that it was again out of love that God never stopped saving them and pardoning their unfaithfulness and sins (CCC, n. 218).

But St John goes even further when he affirms that 'God is love' (1 Jn 4: 8, 16): God's very being is love. By sending his only Son and the Spirit of Love in the fullness of time, God has revealed his innermost secret: God himself is an eternal exchange of love, Father, Son and Holy Spirit, and he has destined us to share in that exchange (CCC, n. 221).

As believers in God, we, like St John, believe that God is Love. In recognising this fact we can acknowledge and give thanks that we are loved by God. Being made in the image and likeness of God, humanity is in a unique position. By virtue of being loved by God, each one of us is full of grace. We are reassured that we are always loved by God and can embrace this love, this grace, in our daily lives. We are challenged to recognise the fullness of God's grace in ourselves as well as in the world.

Student Focus

Your class will be made up of students who are in Year 1 at school. You might also have some Prep-age students. The capacities of these students will be varied, with some being able to write their name and a few sentences, while others will have difficulty with that task. The attention span of students at this age will be very short and you need to remember to keep the activities going, changing the tempo and engagement level. You might find that having another catechist assistant might be helpful if you have a large group.

Teaching Point

God loves me.

Remembering Point

God loves me.

Beginning

(15 minutes)

Welcome the students as they arrive at the learning space.

Invite the students to sit on a chair or on the floor around the prayer focus, whichever is appropriate.

Introduce yourself to the students and ask each student to say their name. As you go around the group **hand out** the name card to each student as they say their name.

Tell the students: Today we will be continuing our journey in coming to know Jesus. Each week you will join us all here at the parish and we will talk about what Jesus did and said and we will do special activities to get to know more about Jesus.

There are some simple rules that help us get along really well. Just as in school you have rules to follow, so we have a few simple rules here, too.

Ask the students: What do you think might be our first rule? *(Take all their answers and affirm them, as appropriate.)*

Tell the students: I have here a poster with three simple rules, just like the ones you suggested. I think it is hard to remember lots of rules, so I think three simple ones are easy, and they are:

1. We put our hand up when we want to speak in the group.
2. We walk when we are inside.
3. We respect other people.

Ask the students:

- Who has heard something about Jesus?
- What can you remember about Jesus? *(These answers will give you an idea about where the students are at in terms of their knowledge of Jesus. You might get very little response, but that is fine – the students have a long way to go in their life and journey of faith.)*

Tell the students: Each time we come together we will learn a little more about Jesus. Each time we meet for our lessons we will begin with a prayer. A prayer is a time when we think about God, about Jesus and about our lives. We say thank you to God, we ask God for things for other people and for ourselves and we can also say sorry. We will always begin our prayer time with a special action that reminds us that we are all part of one large family who believe in God and Jesus and the Holy Spirit. We call this action the Sign of the Cross. Let's practise it now.

Invite the students to sit comfortably and to join their hands together in prayer. **Ask them** to copy your action of the signing of the cross.

Catechist: Let us make the Sign of the Cross together.

All: In the name of the Father ...

Catechist: God loves each and every one of us. That is why he sent his Son to show us how to live good lives. Repeat after me, 'Thank you, God, for loving us.'

Students: Thank you, God, for loving us.

Catechist: Our mums love us. That is why they make our meals. Repeat after me, 'Thank you, God, for our mum's love'.

Students: Thank you, God, for our mums' love.

PREPARATION

1. Prayer focus: a brightly coloured cloth, a candle, the Bible, an empty photo frame. For suggestions about prayer foci see Appendix 1a, page 6.
2. A name card for each student. A template can be found in Appendix 1b, page 7.
3. Pencils, coloured pencils and crayons or felt pens.
4. An A3 sheet of paper with the three simple rules opposite written on them in large script. You might consider other rules to be more important for your situation, please use your rules instead of these suggestions.
5. An A3 sheet to list the people who love us. Set out the sheet as below:

People who love us	
Person	Signs of love

6. Workbooks.

PREPARATION

Catechist: Our dads love us. That is why they take us on outings. Repeat after me 'Thank you, God, for our dads' love'.

Students: Thank you, God, for our dads' love.

Catechist: Our grans love us. That is why they never forget our birthdays. Repeat after me 'Thank you, God, for grans' love'.

Students: Thank you, God, for grans' love.

Catechist: Loving God, help us to be loving too.

Students: Loving God, help us to be loving too.

All: In the name of the Father ...

Tell the students: I gave you a card with your name on it. This is to help us remember each other's names. Take the card and go back to your seat and decorate your card for the next couple of minutes. I would like you to draw your favourite activity. What do you most like to do? Do you like to swim, to play cricket, or do you like to read? Whatever you like to do, draw it on your card underneath your name.

Allow the students about five minutes to draw and colour in their name. They will probably not be finished but they can complete it at another time. Invite the students to place their name in front of them. Remember to collect the cards at the end of the lesson.

Middle

(20 minutes)

Tell the students: Today we are going to go home remembering one very important fact. That fact is that God loves us. God loves you, and God loves me. God loves us all.

Ask the students: Who do you know that loves you? *(The students will give you the standard answers of Mum, Dad and other relatives. Record the answers on a whiteboard or an A3 sheet of paper placed where the students can see what you write.)*

Tell the students: Yes, there are a lot of people who love us. We can see this on our list. Now beside each one let's write some things that they do that show how much they love us.

Invite the students to share things that their mums and dads do that show their love. Record them next to the names on the sheet.

Hand out the workbooks.

Tell the students: Turn to page 2 in your workbook, the page that says 'These people love me'. *(Show the page to the students so they know what to look for. Remember they may not be confident readers. Run through the names listed on the page so that the students can recognise them.)*

In the spaces beside the names, draw the person doing something that shows they love you. The first name is 'Mum', so beside the name draw your mum doing something that shows she loves you. If you don't have a mum, then draw the person who cares for you like a mum.

(Run through the names in this way giving students time to draw the picture. Allow five minutes for this activity.)

Invite the students to come out to the front and gather around you on the floor.

Tell the students: We all know that our various family members love us, and our friends love us and they do things that show us this love. Just as they love us, God also loves us. God loves us by giving us people who love us so much. God gives us all the beautiful things we enjoy: sun, rain, food, water, everything comes from God and shows us just how much God loves us.

Invite the students to stand.

Tell the students: Now we will play a game. The game requires someone to be blindfolded and someone else to say, 'God loves me'. Then the blindfolded person is to guess who the person is and say, 'Yes (Jenny), God loves you'. *(When students are correctly identified they will take the place of the blindfolded person. If they are not identified a new student is chosen to be blindfolded. And a new student speaks.)*

Ask the students: Who would like to volunteer to be the first person blindfolded?

Continue the game until all the students have had a turn at being the person blindfolded. *(Depending on how many students you have, you might have to shorten this activity in order to allow adequate time for other activities in the lesson.)*

Invite the students to return to their seats.

Tell the students: God loves me and God loves you. When we share things with each other, when we enjoy activities with our family and friends then we know God loves us so much that he has given us these opportunities to show love to each other and to receive love from each other.

Direct the students to the 'God Loves Me' activity on page 3 of the workbook.

4

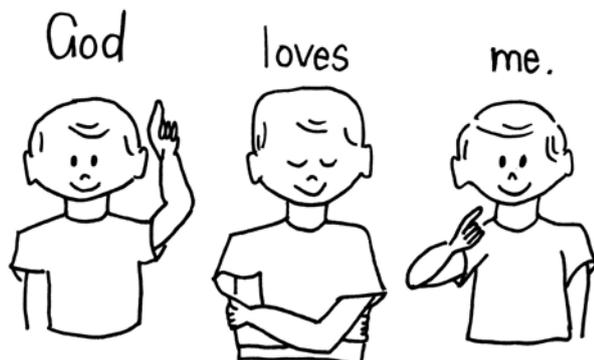
Tell the students: First place both your hands on top of the hands on the page. Make sure your thumbs touch and your first fingers touch. Now on each printed hand trace over the words that are there. On the left hand is the word 'God', and on the right hand is the word 'loves'. Where the two fingers join, here (point to the index fingers) you will see the word 'me'. Above that word, in the space between the fingers, draw a picture of yourself.

Collect the workbooks and name cards.

Tell the students: For our lesson next week I would like you to ask your mum or dad for a photograph of your baptism. If they can't find one or haven't got one, they might have a photograph of someone else's baptism. You might also bring other things from your baptism, a candle for example. Bring them with you next week.

End

(5 minutes)



PREPARATION

PREPARATION

Invite the students to stand around the prayer focus.

Tell the students: Knowing that God loves us is something we shouldn't forget. We can keep reminding ourselves through some simple actions. There is one action for each word. For 'God', we point to the sky, for 'loves', we hug ourselves, and for 'me', we point to ourselves. We will give it a try.

Invite the students to copy your actions and words.

Tell the students: We will be using these actions and words as our response to our prayer. We will be saying, 'God loves me! Thank you, God.'

Catechist: Let us begin our prayer with the Sign of the Cross that we learnt at the beginning of our lesson. Repeat my words and actions.

In the name of the Father,

Students: In the name of the Father,

Catechist: and of the Son,

Students: and of the Son,

Catechist: and of the Holy Spirit.

Students: and of the Holy Spirit.

All: Amen.

Catechist: God gave me a loving family to care for me.

Students: God loves me. Thank you, God.

Catechist: God gave me food to help me grow strong.

Students: God loves me. Thank you, God.

Catechist: God gave me a safe place to live.

Students: God loves me. Thank you, God.

Catechist: God gave me friends to play with.

Students: God loves me. Thank you, God.

Catechist: God gave me a school where I could learn.

Students: God loves me. Thank you, God.

Catechist: God gave me people to care for.

Students: God loves me. Thank you, God.

Catechist: Yes, God loves us all and asks us to love each other.

All: Amen.

Tell the students: Remember, when you go home this afternoon ask your mum or dad for a photograph of your baptism. If they can't find one or haven't got one they might have a photograph of someone else's baptism. You might want to bring something else from your baptism if you do not have any photographs. Bring it with you next week .

Dismiss the students.

Appendix 1a – Prayer Focus

What is a Prayer Focus?

A Prayer Focus:

- helps establish a prayerful atmosphere
- stimulates the imagination
- provides a glimpse of beauty/colour
- provides an object of attention/focus
- helps visual learners
- provides a centring point
- teaches students about signs and symbols without many words
- provides a structure/framework on which to build prayer
- becomes routine with variety
- helps students to
 - become quiet, to settle
 - anticipate what is to come
 - be ready for prayer
 - wonder.

How to Set up a Prayer Focus

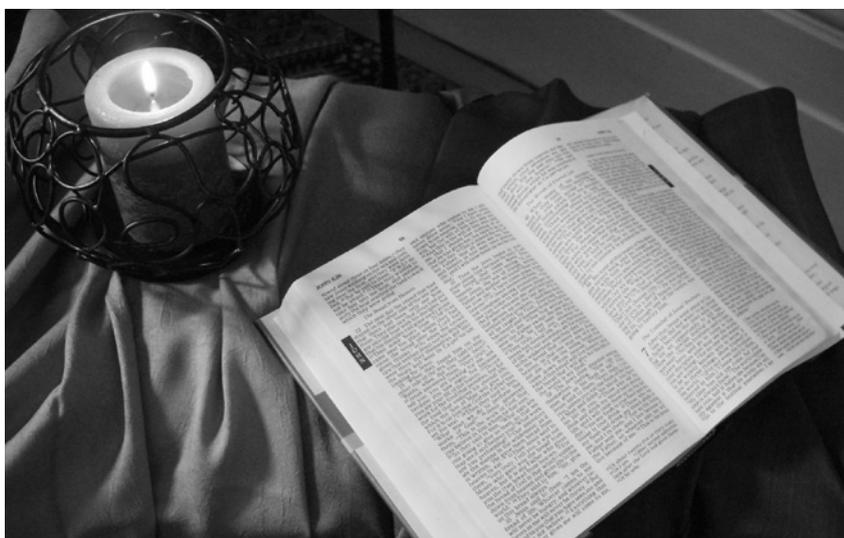
There are a number of ways to approach setting up a prayer focus:

- Set it up before the session (if the teaching space is available) to provide a point of attention and interest.
- 'Build' it as the opening activity of the session.
- 'Build' it as the session proceeds.
- Involve students in setting up at your direction.
- Invite students to create a prayer focus.

Where to Place a Prayer Focus

There are many options:

- on a table (or a raised object like an upturned crate)
- on the floor
- in a corner
- in the centre of the learning space
- in an area adjacent to the learning space, e.g. the next room or in the corridor, so that students physically move from one location to another.



PREPARATION

Bag of 'Tricks'

Collect items to build a prayer focus and store them in a bag or a box. This can help eliminate last-minute searching.

A Basic Set

- candle and candle holder, e.g. tea light in a container, electric candle
- matches/safety gas lighter
- variety of coloured cloths for liturgical seasons
- Bible.

Optional Items

- Cross/crucifix
- icons, posters, photos
- rocks, pebbles, shells, twigs
- bowl
- oil and oil burner
- small vase
- prayer cards
- intention box.

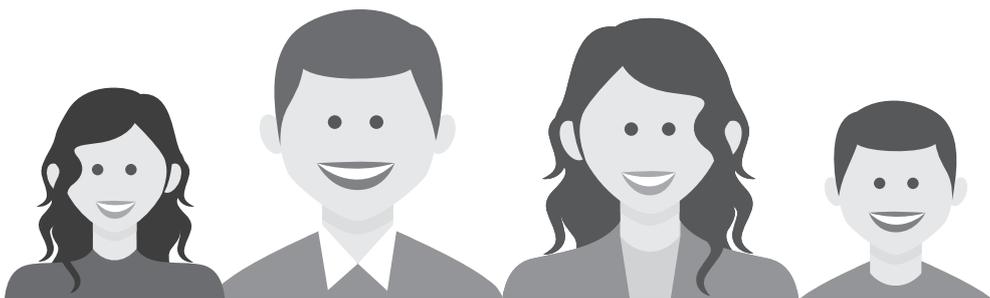
Design Principles

The prayer focus should be:

- simple and uncluttered
- connected to the lesson
- consistent, i.e. always have one
- varied, i.e. use a variety of items, locations, times.

Appendix 1b – Name Card

Enlarge these images below and photocopy enough for one per student. Cut out them out and write a student's name on each one.



Baptism

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Holy Baptism is the basis of the whole Christian life, the gateway to life in the Spirit ... and the door which gives access to the other sacraments. Through Baptism we are freed from sin and reborn as sons of God; we become members of Christ, are incorporated into the Church and made sharers in her mission ... (CCC, n. 1213).

Becoming members of the Christian family is a journey. Initiation into the Catholic faith tradition is a journey that begins with Baptism. In the Roman Catholic Rite we are brought to Baptism by our parents and receive the other sacraments of initiation, Confirmation and Eucharist, at different stages through our childhood.

The sacrament of Baptism draws us into the life of Christ. Through Baptism we become members of the Church, we begin a new life in Christ. This life in Christ calls us to follow the teaching and message of Jesus so that we might grow closer to God. Just as in our ordinary family life there are responsibilities and commitments, so too as members of God's family we have commitments and responsibilities to uphold.

Student Focus

Students in Year 1 might have experienced the baptism of their brother or sister. These young students might be able to recall a recent event but will benefit from asking parents about their baptism. Encouraging the students to talk to their parents is always a good opportunity for strengthening and normalising the religious dialogue within families.

Teaching Point

When I was baptised I was made a member of God's family, the Church.

Remembering Point

I belong to God's family.

PREPARATION

1. Prayer focus: a brightly coloured cloth, a candle, the Bible, a bowl of water.
2. Pictures of food, houses, and families – enough for all students.
3. A3 sheet of paper, as shown, with two columns. The columns are headed: Significant things at a baptism and Significant people at a baptism.

Significant things	Significant people

4. Bowl of water, towel, white garment, fragrant oil, candle, a doll and a doll's blanket.
5. Workbooks.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Catechist: Let us make our special sign that reminds us about God, the Sign of the Cross. Copy me:

All: In the name of the Father ...

Catechist: God, you sent Jesus to be with us and help us each day. As baptised members of your family, God, we are able to learn more about Jesus and about you. Help us to want to know more each day and remember that we belong to God's family.

All: Amen.

Ask the students: Who can tell me something about last week's lesson? (Take the students' answers, affirming their contributions.)

Arrange the pictures of the food, houses and families on the floor in front of the students.

Invite the students to select a picture that reminds them of God's love for them.

Tell the students: Now turn to the person beside you and share with the person why you chose your picture.

Invite three students to hold up their picture and say how it reminds them of God's love, e.g. God gives me food to eat.

Tell the students: Remember that God loves us and provides us with all that we need. Let us now think of God's love for us.

Middle

(25 minutes)

Invite the students to return to their seats and take out their photos or other items they have brought that are reminders of their baptism.

Allocate the students into groups of three.

Tell the students: In your group take turns to show and tell about what you have brought to share.

After all the students have had a chance to share in their group, **invite the students** to decide on two things that are seen at a baptism.

Invite one student from each group to share their two suggestions. Record the students' responses on the A3 sheet, in the two columns:

'Significant things' and 'Significant people'. (If you find the students giving you the same answers, encourage them to look further and identify things such as candle, white garment, priest, baby, parents.)

Hand out the workbooks to the students and ask them to turn to page 5. **Show the students** the page so that they can find the activity titled 'Important People and Things at a Baptism'.

Tell the students: The pictures on this page (point to each item) are all found at a baptism.

As you point to each item, identify it and find the word that matches.

Show the students so that they have an idea what each item is called.

Invite the students to draw a line to link the name of the item with its corresponding picture.

Have a table set with a white cloth, a bowl of water, a towel, a candle and some fragrant oil. Make sure that the doll is wrapped in a blanket and the candle is lit.

Gather the students around the table at the front, leaving space so that all the students can see the action.

Tell the students: We are now going to spend some time running through what happens at a baptism. Baptism is a special celebration and ritual that we receive when we want to become a member of God's family. Baptism is the first sacrament that we receive on our journey of faith. There are lots of prayers and stories about Jesus.

I am going to play the priest and (name of student) is going to play Mum and (name of student) is going to play Dad, (names of students) are going to be the godparents.

10

Allocate the roles and **give the students** playing the parents the baby (doll) to hold. **Invite the students** to decide on a name for the baby.

Use the following script. **Tell the students** that all they have to do is answer the questions with one or two words. (You might have to prompt the students as you go through the script.)

Tell the students: The first thing the priest does is gather the parents and godparents around the baptismal font in the Church. We don't have a font, so we will use the table. You are to answer the questions that I ask.

The 'priest' gathers the parents and godparents in front of the table.

Priest: What name have you given your child?

Parents: (Name)

Priest: What do you ask of God's Church for (name)?

Parents: Baptism.

Priest: Do you understand that you are to raise your child as a person of faith, in the Catholic Church?

Parents: We do.

PREPARATION

PREPARATION

Turning to the godparents the priest asks:

Priest: Are you ready to help the parents of this child in their duty as Christian parents?

Godparents: We are.

Priest: (Name), the Christian community welcomes you with great joy. In its name I claim you for Christ, our Saviour, by the sign of his cross. I now trace the cross on your forehead and invite your parents and godparents to do the same.

Catechist: Now there are usually some stories from Scripture about Jesus followed by some special prayers. Then the sacrament is celebrated. The priest blesses the water and then baptises the baby:

The 'priest' asks the parents and godparents:

Priest: Do you wish that (name) should be baptised in the faith of the Church, which we have all professed with you?

Parents and godparents: We do.

Priest: (Name), I baptise you in the name of the Father (pour water over the doll's head) and of the Son (pour water over the doll's head) and of the Holy Spirit (pour water over the doll's head).

(Dry the doll.)

The 'priest' hands the lighted candle to the godparents and says:

Priest: Receive the light of Christ. Always walk as a child of the Light, following the way of Jesus. Let us now welcome our new Christian.

(Encourage the students to clap.)

Thank the students for their participation.

Invite the students to return to their seats and open their workbook at page 6.

Tell the students: The picture you have on the page is a 'font', the place in a church where baptisms are performed. Underneath the picture is a sentence that describes the importance of baptism. Trace over the words. The sentence is: When we are baptised we join the family of God.

Collect the workbooks.

End

(10 minutes)

Gather the students around the prayer focus.

Tell the students: We are all baptised members of God's family. Each one of us was baptised in the same way that we pretended to do with the doll. The priest would have prayed over you and poured water over your head while saying the words, 'I baptise you, in the name of the Father, and of the Son, and of the Holy Spirit'. This action made you a child of God, a member of God's family.

So now, let us pray, and repeat after me:

Catechist: In the name of the Father ...

All: In the name of the Father ...

Catechist: Thank you, God, for bringing us into your family.

All: Thank you, God, for bringing us into your family.

Catechist: May we always remember that you are with us each day.

All: May we always remember that you are with us each day.

Catechist: Amen.

All: Amen.

Dismiss the students as usual.

PREPARATION

Special Times in Jesus' Life

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

In the liturgical year the various aspects of the one Paschal mystery unfold. This is also the case with the cycle of feasts surrounding the mystery of the incarnation (Annunciation, Christmas, Epiphany). They commemorate the beginning of our salvation and communicate to us the first fruits of the Paschal mystery (CCC, n. 1171).

Each year the cycle of feasts and liturgical celebrations of the life and times of Jesus provides us with opportunities to celebrate and learn. The major feasts of the Paschal mystery, Christmas and the transfiguration offer a rich tapestry of story and meaning that can be understood more each time they are visited. The repetition allows us to remember that there is more than one way to think about these events in Jesus' life. Whenever we listen to the word of God, we celebrate the mystery of the resurrected Christ.

Although there are many 'ordinary' Sundays of the year, we are still remembering the Easter event on every Sunday. Celebrating the life and times of Jesus is recalling all that goes to make salvation history.

Student Focus

The students will have some experience of special events in their family's life. They will have shared in family gatherings for anniversaries, birthdays and other similar extended family gatherings. They will understand the importance of significant people in their family and will therefore be able to appreciate the importance of the celebrations of Jesus life through the liturgical year. Remember that the students will probably not be proficient in writing or reading and will continue to need assistance with both these tasks.

Teaching Point

During the year we celebrate special times in Jesus' life.

Remembering Point

We celebrate special times in Jesus' life.

Beginning

(10 minutes)

Welcome the students as usual.

Invite the students to gather around the prayer focus and make the Sign of the Cross with you.

Tell the students: Today we are going to look at some special times in the life of Jesus. We will begin where we all begin, at our birth. As a Church we remember lots of times in Jesus' life because Jesus is important to us and his life is a special reminder of what we are expected to be like.

Share with the person beside you what you and your family did to celebrate your last birthday.

Invite two students to share with the whole class how they celebrated their birthday.

Middle

(30 minutes)

Tell the students: Just as your family celebrates and remembers when you were born, the Church celebrates and remembers that Jesus was once a baby just like each one of us.

Ask the students: When do we celebrate and remember that Jesus was a baby like us? (*Christmas Day*)

Show the students a picture of a Christmas scene that includes Jesus, Mary and Joseph and either the shepherds or the wise men.

Ask the students:

- What do you see in this picture?
- I wonder who these people might be. (*Encourage the students to share their thoughts. They may not get them correct but encourage them to have a go at thinking about who they might be.*)
- I wonder what they are doing and why they are together. (*This is an open-ended question and the students should be allowed to wonder, offering many different answers. Accept all answers.*)

Tell the students: About 2000 years ago an angel told shepherds a new king had been born. Wise men saw a star rise in the east which led them to the place where a new king had just been born.

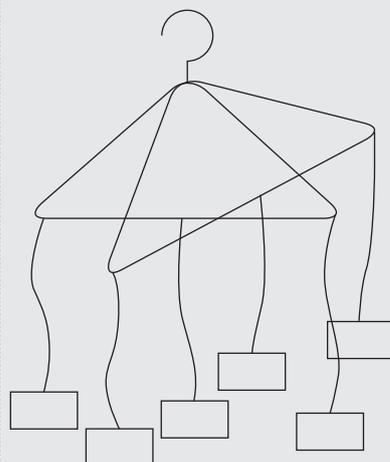
Ask the students: What might be the name of the baby king that the shepherds and the wise men visited? (*Jesus. If the students don't know the answer, just tell them.*)

Tell the students: Yes, it was Jesus. Each Christmas Day, 25 December, the Church celebrates the birth of Jesus. It is a very important feast day.

Hand out the workbooks and have the students turn to page 7. Point out the activity 'We celebrate special events in Jesus' life'.

PREPARATION

1. Prayer focus: a brightly coloured cloth, a candle, a Bible.
2. Workbooks.
3. A picture of a Christmas scene with Jesus, Mary and Joseph and either the shepherds or the wise men. This might be in a picture story book, a calendar or on a Christmas card.
4. Practise telling by heart the story of Jesus in the temple.
5. Pictures of events in Jesus' life from Appendix 3, page 18.
6. Ensure you have enough for one per student.
7. Cut out each picture and punch a hole as marked.
8. String or wool, circlet of wire for mobile to display the events in Jesus' life, or use two coat-hangers tied together cross-wise, as below.



PREPARATION

Tell the students: The first title is Jesus' Birth. In the space next to it trace over the word that describes the celebration that the Church has to remember this time.

Ask the students: What might this word be? *(If no one can read it then tell the students, Christmas.)*

Tell the students: This next circle has the words 'Jesus, Mary and Joseph' written inside. Invite the students to trace over the words, 'The Holy Family', in the next space.

Tell the students: This is the title we give to the special celebration that occurs on the Sunday after Christmas. On this day we remember that Jesus, Mary and Joseph, the holy family, left Bethlehem shortly after Jesus was born and travelled to Egypt. After a number of years in Egypt, Joseph took Mary and Jesus to Nazareth, in Galilee where Joseph worked as a carpenter.

Gather the students around you at the front of the class.

Tell the students: During the time of Jesus, it was usual for families to travel to Jerusalem each year to celebrate the great festival called Passover.

Using the paraphrase below, tell the story of Jesus talking to the teachers in the Temple.

(Adapted from Lk 2: 41–51)

Jesus' parents went to Jerusalem every year to be with friends and family to celebrate the special feast of Passover. When Jesus was 12 years old his parents, Mary and Joseph, took him up to Jerusalem as usual. When the celebrations had finished, all the families started back on the road to Nazareth. Mary and Joseph didn't see Jesus but thought he must have been with the other members of their family, or with his friends, especially since he was now 12.

At the end of the first day everyone gathered in their family groups to eat. When Mary and Joseph could not find Jesus they went to other members of their family and to their friends, to see if Jesus was eating with them, but they could not find him. When they realised he was not with the company, they returned to Jerusalem. Mary and Joseph visited all the places they had been to when they were in Jerusalem but they couldn't find Jesus. They spent three days searching, getting more and more anxious about where Jesus might be. Finally, they went to the Temple and found Jesus sitting with the teachers,

listening to them and asking them questions. All the people who were gathered there were amazed at how well Jesus answered the questions and understood what was being taught.

Mary took Jesus aside and said to him, 'Son, why did you do this? Why did you stay back without telling us what you were doing. Your father and I have been so worried and have spent three days looking for you'. Jesus answered, 'How come you were looking for me? Didn't you realise that I would be here in my Father's house?' Mary and Joseph didn't really understand what Jesus meant, but made sure that he joined them on the road back towards home. When Jesus and his family returned to Nazareth, Jesus continued to grow in his parents' love, doing what was required of him.

Ask the students:

- What do you think about when you hear this story? *(This question will allow the students to make whatever connections they wish to make. It is a general open question that will encourage the students to share their answers. There is no right or wrong answer.)*
- I wonder how Mary and Joseph felt when they found Jesus was missing. *(This is an open question that encourages the students to think about the characters and their feelings. There is no one answer.)*
- I wonder what Jesus did when the family returned to Nazareth. *(Since we are not given a lot of information you can allow the students to speculate about what Jesus might have been doing in Nazareth.)*
- I wonder how you are like Jesus in growing up. *(Encourage the students to think of ways they might do what is expected of them at home and at school, such as helping and studying.)*

Invite the students to return to their places and complete the last part of the activity 'We celebrate special events in Jesus' life' by tracing over the words 'Jesus found in the temple'.

Gather the students at the front of the class and place the pictures of Jesus' life on the floor or on the table so that all the students can see them. Pictures are available in Appendix 3, page 18.

Tell the students: There are many events in Jesus' life that we celebrate and remember during the year. At Easter we remember that Jesus died and rose from the dead for us, and at Pentecost Jesus sent the Holy Spirit to be with the disciples and with the Church. These pictures help us remember these events.

Hold up the pictures and ask the students to identify them if they can. *(If they can't, just tell them.)*

Hand out a picture to each student. *(You may have to duplicate more than one copy of the pictures.)* Invite the students to trace over the title at the bottom of each picture.

Invite the students to colour in the picture.

When the students have completed the task, **organise them** to thread a string through their picture and tie it to a circle of wire or crossed coat hangers as shown in the preparation column.

PREPARATION

PREPARATION

End*(5 minutes)*

Gather the students around the prayer focus with the mobile hung somewhere visible to all students.

Tell the students: Today we have looked at a few of the stories in Jesus' life that we remember and celebrate.

Our mobile is a good way for us to remember these stories of Jesus. Throughout the year you will learn more about Jesus and his life. When you go to Church, to Mass, you will hear more stories about Jesus and will be able to recognise the ones that we have talked about today.

Now let us pray together.

Catechist: Let us make the Sign of the Cross.

All: In the name of the Father ...

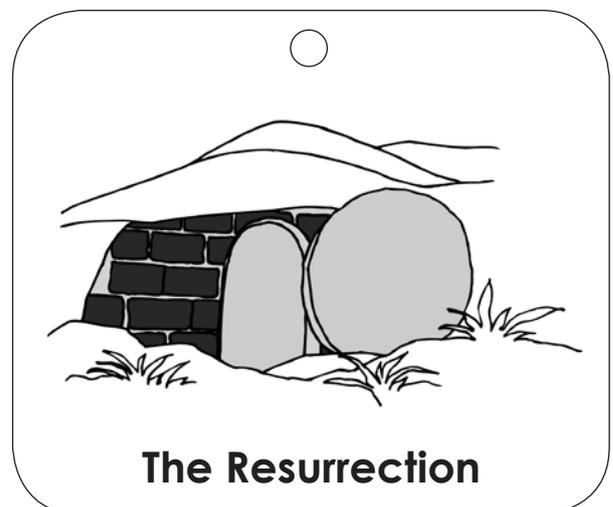
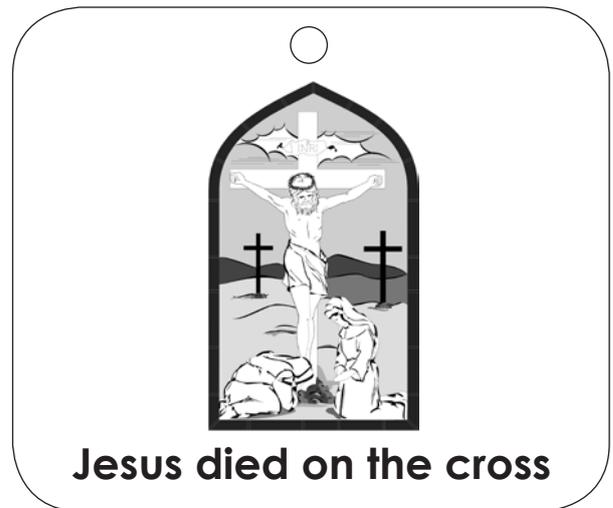
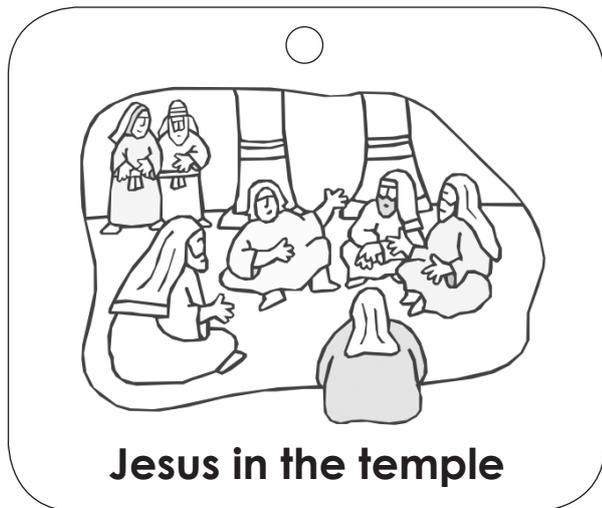
Catechist: Jesus, remembering the events in your life helps us to know how you want us to live. Help us to remember how you lived and how we can celebrate your wonderful deeds.

All: Amen.

Dismiss the students as usual.

Appendix 3 – Events in Jesus' Life

Enlarge and photocopy these pictures onto card and provide enough for one per student. Cut them out and distribute them to the students to trace over the title and draw the picture. Cut them out and punch a hole as marked. When the students have finished, they are to thread with string or wool and then tie onto crossed coat-hangers or a circle of wire. Hang somewhere in the room for all the students to see.



Ash Wednesday

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

For this reason the Church, especially during Advent and Lent and above all at the Easter Vigil, re-reads and re-lives the great events of salvation history in the 'today' of her liturgy. But this also demands that catechesis help the faithful to open themselves to this spiritual understanding of the economy of salvation as the Church's liturgy reveals it and enables us to live it (CCC, n. 1095).

Lent recalls Jesus' journey into the desert where he fasted, prayed and prepared himself to proclaim the Kingdom of God. It is also a time when the Church invites its members to a more intense experience of our Christian life. In imitation of Jesus, we are asked to free ourselves from some of the distractions of life and make a focused effort at prayer and self-giving. It is also a forty-day preparation for the feast of Easter. We can use the gospels of the Sundays of Easter to direct us on the journey and thus invite Jesus to be our companion and guide through the season.

Student Focus

Six-year-old students are able to understand the notion of going without. They will be able to appreciate what it means to not have a meal and how that will make them feel. Six-year-olds do tend to be literal in their belief and you need to keep this in mind whenever you talk about the things Jesus did.

Teaching Point

The Church celebrates Ash Wednesday as the beginning of Lent.

Remembering Point

Ash Wednesday is the beginning of Lent.

Beginning

(7 minutes)

Welcome the students as usual.

Gather the students round the prayer focus.

Catechist: Copy me as I make the Sign of the Cross.

In the name of the Father ...

Catechist: Today we ask God to help us listen to God's word.

God, our Father,

As we gather to learn more about you and your son, Jesus, help us to keep our ears open to what you are saying to us in our lesson.

Repeat after me: Hear us, O, Lord.

Students: Hear us, O, Lord.

Place the calendar in front of the students where they can all see it clearly.

Ask the students: Does anyone have a birthday during this time?
(Write in the months relevant to Lent and Easter.)

Record the students' names in the appropriate squares.

Tell the students: A calendar like this one is used to help us remember the important days. Just like putting the names of those having birthdays we can use the calendar to remind us of other kinds of special events.

Middle

(30 minutes)

Tell the students: The Church has many special days that we should remember. Ash Wednesday is one of these special days. Ash Wednesday is the day that reminds us that we are entering Lent.

Hand out the workbooks and direct the students to turn to page 9.

Tell the students: Let's listen to this story about Jesus that we find in the gospels. The story takes place just before Jesus begins his work for God, his Father.

Recount the following paraphrase of the story from Mk 1: 7–14.

After Jesus was baptised by John the Baptist he was driven out into the wilderness (which is an area like a desert, very rough, with little food and water). Jesus spent 40 days in the wilderness being tempted by the devil.

Ask the students: What questions do you have about the story?
(Accept the students' questions and offer some answers where possible. Spend no more than two minutes on this section.)

PREPARATION

1. Prayer focus: a purple cloth, a candle, the Bible, a calendar.
2. A3 size pages of a calendar covering the time of Lent. The calendar shows the sports and social events around the time such as Moomba and the Grand Prix.
3. A set of preparation cards for each group of four students. Cards are in Appendix 4, page 23.
4. Workbooks.

PREPARATION

Invite the students to work with the person beside them and discuss their answers to the questions.

Ask the students:

- Why do you think Jesus went into the desert? *(To think, to prepare. Accept all the students' answers as we are not told the reason.)*
- What sorts of things would have been temptations for Jesus? *(Accept the students' answers and encourage their responses. They might offer something like the following: thinking about giving up, needing food and water.)*

When the students have finished, **invite one or two students** to share their answers.

Tell the students: We know Jesus stayed in the desert wilderness for 40 days. He stayed in the desert to prepare for the work he was going to do for God.

Ask the students: What might Jesus have done to prepare? *(Accept the general answers from the students. Help the students recognise that Jesus would have prayed and fasted.)*

Pick up the calendar and show the students how long 40 days covers.

Tell the students: Lent is also 40 days. It is the time for us to prepare, like Jesus did. We prepare for a special time. That time is Easter. It is when we remember that Jesus died and rose again so that we can be with God. We can prepare in different ways. Just like Jesus we can pray, we can fast, which means not eating as much food or lollies, or we can give money to help the poor. It isn't good for you to give up food. But you can give up lollies or an extra special food such as cake or biscuits. You can decide. Now we are going to look at some ways that you can prepare.

Invite the students to join with another group to make four. **Hand out** a set of 'Preparation Cards', to each group. Have the students follow as you read each of the preparation cards.

Tell the students: Turn the cards face-up so everyone can see them. Talk about which activity you could do to prepare for Easter. When you have finished talking about the things you might do, select one and copy it into your workbook on page 9 in the space titled, 'I can prepare for Easter by ...'

Ask the students:

- As we are called to prepare like Jesus through prayer and fasting – what prayers might you say and when might you say them? *(The students may have no knowledge of formal prayers or even what praying is about. Help them understand that prayer is as simple as talking to God. There are other lessons later in the year about prayer, so don't labour this task.)*
- What words could you use?

Tell the students: It is important to know and talk to God. If you can't think of the words, just talk to God as if he were your friend. Ask God questions and spend some time just sitting and listening. Talk to God about how you want to prepare for the special feast of Easter, and ask for God's help to prepare well.

Just sit now for a little while in silence and talk to God in your heart. You might close your eyes to help you pray. *(Allow 15 seconds.)*

Students will not be used to sitting still for any length of time, so to begin with, start with this short time and increase the time throughout the year.

Collect the workbooks and **remind the students** that they can pray like this every day during Lent in order to prepare for the special feast of Easter.

End

(5 minutes)

Gather the students round the prayer focus.

Tell the students: Today we remember that Ash Wednesday is the beginning of Lent and a time of preparation. On Ash Wednesday *(either coming up or a few days before, or on the day)* people receive a cross drawn in ash on their foreheads. This provides a special reminder that it is the beginning of the preparation for Easter. As we pray today, let us remember that we are beginning our preparation today. Copy my actions and my words as we pray together.

Catechist: Let us make the Sign of the Cross together:

All: In the name of the Father ...

Catechist: God, you are so good,

Students: God, you are so good,

Catechist: help us to prepare well for the special feast of Easter

Students: help us to prepare well for the special feast of Easter

Catechist: when we remember that Jesus died and rose again.

Students: when we remember that Jesus died and rose again.

Catechist: May we be with you forever.

Students: May we be with you forever.

Catechist: We ask this prayer through Christ, our Lord.

Students: We ask this prayer through Christ, our Lord.

Catechist: Amen.

Students: Amen.

Dismiss the students as usual.

PREPARATION

Appendix 4 – Preparation Cards

Copy and laminate if possible. Provide one set for each group of four students.
Read the cards for the children.

I prepare during Lent by ...

Saying my prayers
each night.

I prepare during Lent by ...

Putting my school
bag away.

I prepare during Lent by ...

Accepting what
I am given for
dinner without
grumbling.

I prepare during Lent by ...

Allowing my
brother or sister
to choose first.

I prepare during Lent by ...

Putting my dishes
in the sink.

I prepare during Lent by ...

Putting my toys
away.

Creation

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

God himself created the visible world in all its richness, diversity and order. Scripture presents the work of the Creator symbolically as a succession of six days of divine 'work', concluded by the 'rest' of the seventh day. On the subject of creation, the sacred text teaches the truths revealed by God for our salvation, permitting us to 'recognise the inner nature, the value and the ordering of the whole of creation to the praise of God'.

Nothing exists that does not owe its existence to God the Creator. The world began when God's word drew it out of nothingness; all existent beings, all of nature, and all human history are rooted in this primordial event, the very genesis by which the world was constituted and time begun (CCC, nn. 337–338).

Faith in God as creator is a hallmark of Christian faith. The first chapters of Genesis reveal a God whose power is the power to create, to do good and confer good things. Every act of God is designed for the blessing and wellbeing of human beings, who are the crown of creation, made in the image and likeness of God. God is the origin and end of every created thing. This is the clear message of the inspired stories of Genesis and the faith of the Church.

However, we must also be aware that Genesis is not a science book. It tells us that God created everything but not how. Its writer did not have access to the knowledge of the world that we do now but wrote, according to the inspiration of faith, an account that has meaning for all time. As far back as the fourth century St Augustine realised that the creation narratives were theology rather than natural history. So Christians are perfectly free to embrace scientific explanations of the evolution of the earth while holding firmly to faith that God created and continues to sustain all that exists. As Blessed John Henry Newman, a contemporary of Charles Darwin, commented at that time: 'Mr Darwin's theory ... may simply be suggesting a larger idea of Divine prescience and skill than we could previously imagine'.

Student Focus

Students of this age have no problem with the story style offered in the accounts of creation found in Genesis. It is important to assist the students to appreciate that they can be thankful for all that God has created and given to us in this world.

Teaching Point

God created our world and all things.

Remembering Point

God created everything.

PREPARATION

1. Prayer focus: a cloth, candle, the Bible.
2. Bring something you have made, e.g. a crocheted scarf, a knitted hat or a greeting card.
3. Learn the paraphrase of the creation story off by heart so that you can tell the story to the students.
4. Coloured pencils.
5. Creation jigsaw from Appendix 5 on page 28.
6. Workbooks.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students round the prayer focus.

Catechist: We light the candle to remind us that Jesus is present with us.

Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Repeat after me:

God, our Creator,

Students: God, our Creator,

Catechist: you made everything we can see.

Students: you made everything we can see.

Catechist: Thank you, God, our Creator.

Students: Thank you, God, our Creator.

Show the students the item you've made. Tell the students the story of how you made it.

Ask the students: Have you ever made something special?

Invite the students to tell a partner what they've made.

Tell the students: Each pair is to join with another pair and tell each other about the special thing you made.

Invite a student from each four to share with the whole class one thing that someone in their group made.

Tell the students: When my friend saw the thing I made she said I was a good knitter.

Ask the students: What did people say about the special thing you made?
(Accept the students' answers.)

Middle

(30 minutes)

Tell the students: Today I'm going to tell you a story of how God created the world.

(Adapted from Gen 1: 1-31)

In the beginning
there was nothing and God said:
'Let there be light'
and there was light.
And God saw that it was good.
God called the light Day and the darkness Night.

God said:
 'Let there be a dome'
 and there was a dome.
 God called the dome Sky.

God said:
 'Let the waters gather together
 and let the dry land appear'
 and it was so.
 God called the waters Sea
 and the dry land Earth.
And God saw that it was good.

God said:
 'Let there be plants and trees and fruit trees.'
And God saw that it was good.

God said:
 'Let there be the sun and the moon
 to make day and night.
 Let there be stars in the sky.'
And God saw that it was good.

God said:
 'Let there be sea creatures and birds of the air.'
And God saw that it was good.

God said:
 'Let there be animals and creeping things.'
And God saw that it was good.

God said:
 'Let us make men and women like us.'
And God saw that it was very good.

Ask the students to think about the following:

- I wonder what creeping things are? (*snails, worms, beetles, snakes ...*)
- I wonder why God made the seas? (*Accept all the students' responses.*)

Tell the students: Sometimes, when I see something that God has created, like a rainbow, I want to say 'cool'.

Ask the students:

- What is something that God has created?
- What do you want to say when you see this? (*Take the students' suggestions: awesome, cool, beautiful, sweet ...*)

Tell the story again and **invite the students** to join in with '*And God saw it was good.*'

Hand out the workbooks and **invite the students** to open them at page 12.

Tell the students: In the space titled 'My favourite creation', draw a picture of your favourite part of creation, or favourite person, or pet.

PREPARATION

PREPARATION

Divide the students into groups of four and give the jigsaw to each group. **Invite the groups** to work together to make a picture of God's creation as it was told in the story.

Collect the workbooks.

End

(5 minutes)

Gather the students round the prayer focus. Encourage the students to be still and quiet as they get ready for prayer.

Catechist: Please repeat after me:

Thank you, God, for creating the sun and the moon.

Students: Thank you, God, for creating the sun and the moon.

Catechist: Thank you, God, for creating the earth and the sky.

Students: Thank you, God, for creating the earth and the sky.

Catechist: Thank you, God, for creating the plants and the trees.

Students: Thank you, God, for creating the plants and the trees.

Catechist: Thank you, God, for creating me.

Students: Thank you, God, for creating me.

Dismiss the students as usual.

Appendix 5 – Creation Jigsaw

Photocopy enough copies for one per group of four. Cut each copy into five large pieces to make a jigsaw. Place each set in an envelope.



Care for the World

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

We believe that God created the world according to his wisdom. It is not the product of any necessity whatever, nor of blind fate or chance. We believe that it proceeds from God's free will; he wanted to make his creatures share in his being, wisdom, and goodness: 'For you created all things, and by your will they existed and were created' (Rev 4: 11). Therefore the Psalmist exclaims: 'O Lord, how manifold are your works! In wisdom you have made them all'; and 'The Lord is good to all, and his compassion is over all that he has made' (Ps 104: 24; 145: 9) (CCC, n. 295).

Through God's goodness and will we have the world around us, the beauty, the power, the resources and the riches. God did not have to create our world; God chose to create the world and all that exists, including us. We too are part of God's world, created to be a part of God's great gift. A gift is freely given, no strings attached. However, because we are part of God's creation we value the gift and choose to care for the world because it is from God.

Student Focus

Year 1 students will understand the need to care for things. They will be encouraged by their parents to look after their toys and to take care of other people's property. This lesson draws on this understanding.

Teaching Point

I care for the world because it is a gift from God.

Remembering Point

I care for the world because it is a gift from God.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus. Light the candle and **tell the students:** Remember that the lighted candle reminds us that Jesus is with us.

Tell the students: Last week we learnt that God created everything for us to use and enjoy. We are able to say thank you to God for all the beautiful things in creation. So let us pray our prayer of thanks.

All: In the name of the Father ...

Catechist: The Bible tells us that God made the world and all that is in it for us, and we thank him for it.

God made the sun and all the stars.

Repeat the response after me:
Thank you, God. They are good.

Students: Thank you, God. They are good.

Catechist: God made the oceans, the rivers and the seas.

Students: Thank you, God. They are good.

Catechist: God made the sky and the birds that fly in it.

Students: Thank you, God. They are good.

Catechist: God made the animals that live on the earth.

Students: Thank you, God. They are good.

Catechist: God made people to live on the earth.

Students: Thank you, God. They are good.

Catechist: We care for the world because it is a gift from God.

All: In the name of the Father ...

Middle

(25 minutes)

Invite the students to go to their seat.

Ask the students: I wonder what things spoil our beautiful earth? *(This is an open question and it is important to accept the students' answers and encourage them to think.)*

Tell the students: Yes, there are lots of things that harm and spoil our beautiful earth. Things such as rubbish left lying around in the street or in the park, or in your school. *(Hold up the picture of the rubbish tip from the prayer focus.)* Pollution, when the air smells funny because it has smoke and gas in it from cars, buses and factories. *(Hold up picture of the industrial site from the prayer focus.)* Also our lovely rivers are often full of rubbish, with the sea having glass bottles and other rubbish floating around. The weather is also being affected by an increase in

PREPARATION

1. Prayer focus: a colourful cloth, a candle, a Bible, some flowers and a picture of an industrial site or a rubbish tip.
2. Pictures of an industrial site and a rubbish tip can be found in Appendix 6, page 33.
3. Workbooks.

PREPARATION

temperature. We are getting hotter summers and dangerous storms that kill plants, animals and people. The Earth is beautiful and God made it for us to enjoy and live on, yet there are some things that we are doing that makes it not so good.

Invite the students to stand and find a space for themselves.

Tell the students: Now let's pretend that we are trees, and plants and fish that are suffering from the things that spoil our earth.

In the space where you are show me healthy, happy trees. *(Join the students in being healthy trees with your arms stretched out.)*

Now let's be trees that are drying out because there has not been enough rain.

Now let's be trees being blown by very strong winds and falling over. Now become fish swimming in the ocean. Move around the space without hitting anyone. Now we are getting tangled up in plastic bags and cannot get out.

Now become people walking along the sand at the beach. Oh no! The sand is getting hotter and hotter – it is burning our feet. Quickly run down to the water and paddle in the water. Ah! That is so much better. Now paddle, more and more slowly.

Invite the students to return to their seats.

Ask the students: How can each of us help to care for the Earth and all its creatures? *(Accept all the answers from the students.)*

Tell the students: Yes, those are great ideas for helping to care for the Earth. We can all do things like pick up litter at home or at school, recycle the paper we use as well as glass, metal and plastics. We can all make sure that we turn off taps carefully and take shorter showers to save water. If you live close enough to school and it is safe and your parents let you, you might walk to school instead of taking the car. You might also think carefully about what you want to buy and consider whether you really need it. If you have a pet, then part of caring for the Earth and all that is in it is your proper care of animals.

Distribute the workbooks and **invite the students** to turn to page 14.

Tell the students: In the space titled 'I can care for the Earth', draw a picture that shows how you can care for the Earth at home or at school. If you are able, write what you are doing in the space underneath the picture.

Invite the students to stand.

Tell the students: We will now sing about this. First, I will sing the words, then you repeat them. We will sing them a second time with actions.

(Use the tune 'Here we go round the Mulberry Bush'.)

Sing the first line: 'This is the way we pick up rubbish, pick up rubbish, pick up rubbish, this is the way we pick up rubbish, on a cold and frosty morning.'

Repeat the verse adding actions for the students to copy.

Continue with words and actions, adding the things mentioned earlier such as: recycling, walking to school, turning off taps, brushing the dog.

Invite the students to be seated and to turn to page 15 to the activity titled 'We care for the world because it is a gift from God.'

Tell the students: When we look after the world and care for the Earth we can do it together with other people. Many people work to keep our world as beautiful as the gift God gave us. Remember however, that everything we do that looks after the Earth helps immensely. So keep up the good work.

Now in this activity you are to fill in the spaces with the words that are around the sentence.

(The answer is 'We care for the world because it is a gift from God.')

Collect the workbooks.

End

(5 minutes)

Invite the students to gather around the prayer focus.

Tell the students: Today we learnt that God made our world and we need to take care of it. Let us now pray, asking for God's help to care for the gift of the world.

All: In the name of the Father ...

Catechist: Lord God, Creator, you gave us a beautiful world.
The air we breathe needs to be kept clean and healthy.

Students: Here I am. Help me, Lord.

Catechist: The oceans need to be free of plastics.

Students: Here I am. Help me, Lord.

Catechist: The water we use needs to be without oil or petrol.

Students: Here I am. Help me, Lord.

Catechist: The animals need enough of their favourite food to eat.

Students: Here I am. Help me, Lord.

Catechist: The animals need safe places to live.

Students: Here I am. Help me, Lord.

Catechist: We pray this in the name of the Father ...

Dismiss the students as usual.

PREPARATION

Appendix 6 – Pictures for Prayer Focus

Photocopy and laminate, if possible.



Good Friday

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

The desire to embrace his Father's plan of redeeming love inspired Jesus' whole life, for his redemptive passion was the very reason for his Incarnation. And so he asked, 'And what shall I say? "Father, save me from this hour"? No, for this purpose I have come to this hour' (Jn 12: 27). And again, 'Shall I not drink the cup which the Father has given me?' (Jn 18: 11). From the cross, just before 'It is finished', he said, 'I thirst' (Jn 19: 30; 19: 28) (CCC, n. 607).

The Church commemorates the death of Jesus on the Cross on Good Friday. Jesus' death is at the heart of Christian faith because it reveals how God in the person of Jesus entered the darkness of human suffering and evil, recognised it, met it and overcame it. Jesus' physical suffering and death on the cross revealed for all time the depth of God's love, which holds nothing back. In dying, Jesus rose to new life. We are called to emulate Christ, to take up our cross daily and to follow him.

Student Focus

Some students may have experienced the liturgy of Good Friday for a number of years. Others may not know anything about Good Friday. The challenge is to present Jesus' death on the cross as an important day that we remember as part of the Easter Triduum. It is important that the students are not traumatised with gruesome stories of Jesus' death. These are very young children who do not need to know the gruesome details. Simply tell the story. The students will hear this story each year around Easter, and will learn more as they grow.

Teaching Point

On Good Friday the Church remembers how Jesus died.

Remembering Point

On Good Friday the Church remembers how Jesus died.

PREPARATION

1. Prayer focus: a cloth, a candle, the Bible, a crucifix.
2. Learn the paraphrase below off by heart so that you can tell the story well. Remember that the script is a paraphrase of the Gospel of Mark and not a compilation of the other gospel stories.
3. Salt dough, enough for about a dessertspoonful for each student. The recipe is in Appendix 7, page 38.
4. Workbooks.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus. Pick up the crucifix and show it to the students.

Tell the students: The crucifix, which is a cross with the figure of Jesus on it, is an important Christian symbol. It helps us remember that Jesus died for us so that we might be closer to God.

Whenever we make the Sign of the Cross before our prayers, we are reminding ourselves that we can grow closer to God.

So we will make the Sign of the Cross and remember God, Father, Son and Spirit, and remind ourselves that Jesus died for us to grow closer to God.

All: In the name of the Father ...

Catechist: Jesus is a friend to people who are suffering.

Repeat after me: Help us, Jesus, to do the same.

All: Help us, Jesus, to do the same.

Catechist: People told lies about Jesus to get him into trouble. Help us Jesus, to be people who always tell the truth.

All: Help us, Jesus, to be people who always tell the truth.

Catechist: The soldiers who arrested Jesus made fun of him.

Jesus was hurt but he did not hurt them back. Help us, Jesus, to be more like you.

All: Help us, Jesus, to be more like you.

Ask the students:

- Do you know anyone who wears a cross or a crucifix? (*The students may not know anyone who wears a cross. The parish priest or assistant priest might wear a cross on his lapel, and if there are religious Sisters in the parish they might wear a cross on their collars or as a badge.*)
- I wonder why people might wear a cross or crucifix. (*Accept all the students' responses and encourage them to share.*)

Middle

(30 minutes)

Invite the students to go to their seats.

Tell the students: We will now listen to the story of Jesus' crucifixion, the time when Jesus died so that we can be closer to God.

Tell the story:

(Adapted from Mk 14: 43 – 15: 37)

One evening after Jesus had had a special meal with his friends, the disciples, one of his group told the high priests and leaders of the Jewish religion where to find Jesus, knowing that they would arrest him. Jesus was becoming very popular and the local high priests wanted to stop him preaching.

Jesus was taken to the high priest. While Jesus was there a number of people said things about Jesus that were all mixed up and untrue. The high priests wanted to find Jesus guilty of something and put him to death. When Jesus answered one of the high priest's questions it upset them all very much and they decided to find Jesus guilty. All through the night Jesus was spat on and beaten by the guards.

The next morning the high priests took Jesus to the Roman governor, called Pilate. Pilate asked Jesus a number of questions which Jesus did not answer. Pilate was not keen to order his death so he asked the people gathered there, if he could release Jesus as part of the festival. The chief priests didn't want this so they stirred up the crowd to ask for the release of another prisoner, Barabbas who had killed someone. So Pilate, wanting to please the crowd, released Barabbas and had Jesus whipped. He then handed Jesus over to be crucified.

Next the soldiers took Jesus away, hit him and made fun of him and put a crown made of thorns on his head. Then they led him out to be crucified. Jesus was meant to carry the cross, but he had been beaten and was very weak. Therefore the soldiers pulled a man off the street to carry the cross for Jesus. His name was Simon of Cyrene.

Jesus was nailed to the cross and died there.

36

(NB: A careful reading of Mark's account of the passion of Christ shows that Jesus was too weak to carry his own cross and Simon of Cyrene was dragged from the crowd to carry it for him. Read Mark 15: 20–21 for yourself. This text highlights the humanity and suffering of Jesus and helps us recognise the total giving that Jesus offered for us.)

Ask the students:

- I wonder how you are feeling after hearing that story. (It is important to allow the students to talk out their feelings. For many this is a shocking story. For some it might bring back memories of horrendous experiences on their journey to Australia as a refugees. Be sensitive to the students' needs and feelings. If you find that the students need more time with this than the rest of the lesson, then spend the time. Do not send students home frightened or upset.)
- Remind the students that this happened many, many years ago and that they are safe here and with their family.)
- I wonder how Jesus might have felt during this time.
- I wonder what you might say to Jesus since he accepted these things so that we could be closer to God.

Distribute the salt dough prepared earlier according to instructions in Appendix 7, page 38. Make enough for each student to have a dessertspoon full of salt dough to make a small cross.

Invite the students to divide the dough into two pieces and to roll both pieces out into sausage shapes, one longer than the other and about the width of the students' thumb.

PREPARATION

PREPARATION

You will have to move around the group helping those students that need assistance.

When the students have rolled out two sausages, have them overlay the short roll over the long roll and press the 'bump' down until it fattens out. If the students want to hang the cross when it is complete, use a plastic straw to make a hole at the top of the vertical piece.

Place the crosses on an oven tray that is lined with baking paper. Record the child's name beside their cross. Make a few extra crosses at home in case of breakages. Bake the crosses at home in an oven at 120 degrees C. until dry and hard, or alternately allow to air dry for the week.

Distribute the workbooks and **invite the students** to return to their seats.

Tell the students: Turn to page 16 in your workbook and you will see the activity titled, 'On Good Friday We Remember Jesus died'. In the first half draw Jesus standing before Pilate and in the second half draw Jesus dying on the Cross.

If you have time, **invite the students** to share their drawings with the class. Collect the workbooks.

End

(10 minutes)

Gather the students around the prayer focus.

Catechist: When we gather around our focus we are preparing to pray together. Today we are going to say thank you to God for God's Son, Jesus.

All: In the name of the Father ...

Catechist: Repeat after me:
We thank you, God.

Students: We thank you, God.

Catechist: We thank you, God, for your Son.

Students: We thank you, God, for your Son.

Catechist: We thank you, God, for your Son, Jesus.

Students: We thank you, God, for your Son, Jesus.

Catechist: We thank you, God, for your Son, Jesus who died on the cross.

Students: We thank you, God, for your Son, Jesus who died on the cross.

Catechist: We thank you, God, for your Son, Jesus, who died on the cross, which we remember on Good Friday.

Students: We thank you, God, for your Son, Jesus, who died on the cross, which we remember on Good Friday.

All: In the name of the Father ...

Dismiss the students as usual.

Appendix 7 – Salt Dough Recipe

Make enough dough for about a dessertspoonful for each student.

This recipe will make approximately five dessertspoon-size balls of dough. Multiply according to the number of students you have.

Ingredients

A cup of salt

2 cups of flour

$\frac{3}{4}$ cup of water

Method

1. In a large bowl mix salt and flour together.
2. Gradually stir in water. Mix well until it forms a doughy consistency. Keep the dough dry and not sticky. Add more water if it's too dry or add more flour if it's too sticky.
3. Turn the dough onto the bench and knead with your hands until smooth and combined.
4. You can keep the dough in an air-tight container in the fridge for a few days.

Dry the dough at home in the air or in the oven on a very low heat (120°C) until it is hard and dry. Cover with foil if the dough begins to darken too quickly.

If you wish, you can add a colour to the dough at the mixing stage.

Easter

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

No one was an eyewitness to Christ's Resurrection and no evangelist describes it. No one can say how it came about physically. Still less was its innermost essence, his passing over to another life, perceptible to the senses. Although the Resurrection was an historical event that could be verified by the sign of the empty tomb and by the reality of the apostles' encounters with the risen Christ, still it remains at the very heart of the mystery of faith as something that transcends and surpasses history (CCC, n. 647).

Belief in the Resurrection of Jesus is the cornerstone of Christianity. 'If Christ has not been raised then our preaching is in vain and your faith is in vain' (1 Cor 15: 14). Saint Paul puts it that bluntly to the community in Corinth. Two thousand years of faith, preaching of the gospel, love and service of others and the celebration of the presence of the living Christ in the Church testify to the truth of the resurrection of Jesus. However, the nature of resurrection remains a mystery. The gospels' accounts of the empty tomb and the encounters with the risen Lord witness to the fact that the disciples experienced his personal presence among them. However, no one can say what happened. It is simply a mystery that, after his death, Jesus' disciples found his tomb empty and experienced him alive and really and truly present with them. Our faith alone assures us that, through the death and resurrection of Jesus, death will not conquer, goodness will have the upper hand and all creation will one day share in the glory of God.

Student Focus

Students of this age love stories. They love the telling and retelling of amazing things that have no easy explanation. Year 1 students are able to accept the truths of our faith as part of the mystery of being Catholic. Helping the students understand the importance and centrality of the story of the resurrection is key, while helping the students see the reasons for the eggs and Easter bunnies is also helpful.

Teaching Point

Every Easter we celebrate Jesus rising from the dead.

Remembering Point

At Easter Jesus rose from the dead.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Catechist: Let us get ready to pray by being still and quiet.

Catechist: Please repeat after me: Risen Jesus,

Students: Risen Jesus,

Catechist: Help me to listen carefully,

Students: Help me to listen carefully,

Catechist: and to do my best work

Students: and to do my best work

Catechist: in today's lesson. Amen.

Students: in today's lesson. Amen.

Tell the students: Last week we learnt about how Jesus died on the cross.

When Jesus was taken down from the cross he was put into a tomb which was like a cave with a large stone rolled across the entrance.

Today we are going to learn about what happened next.

Distribute the workbooks and **invite the students** to go to their seats.

Tell the students: Open your workbook at page 18. You will see the activity titled 'Dot-to-Dot'. Start with your pencil on number one, and then move to number two, then number three. Continue in this way until all the dots are joined. Then you will see what is sitting on the branch.

Invite a student to provide the answer (*a caterpillar*).

Tell the students: The caterpillar reminds us about Easter because it is a little like the change that happened to Jesus after he died. The caterpillar creates a cocoon and then after some time changes to become something very different, a butterfly. Today's lesson is about how Jesus died and after three days he rose to new life.

Middle

(25 minutes)

Invite the students to gather around you at the front of the room.

Tell the students: We will now listen to a story from the Gospel of John that tells us about the empty tomb and how Jesus appeared to Mary Magdalene.

(Adapted from Jn 20: 1–18)

Very early in the morning
while it was still dark,
Mary Magdalene went to Jesus' tomb.

PREPARATION

PREPARATION

She was amazed that the stone had been rolled away and the tomb was empty.
She ran to tell Peter and the other friend of Jesus.

Then Mary Magdalene went back to the tomb.
She was crying as she looked into the tomb and saw two angels.
They said, 'Why are you crying'?
She said, 'They've taken away Jesus and I don't know where he is'.
Mary Magdalene turned and saw Jesus but thought he was the gardener.
Jesus said, 'Why are you crying? Who are you looking for'?
She said, 'Tell me where he is'.
Jesus said, 'Mary!'
At the sound of her name,
Mary Magdalene recognised Jesus.
Jesus told her to tell his friends all about what she had seen and what he had told her.
Mary Magdalene did just what Jesus said.

Ask the students:

- I wonder how Mary Magdalene felt when she saw the empty tomb.
- I wonder how Peter and the other friend of Jesus felt when Mary Magdalene told them her news.
- Who did Mary Magdalene think Jesus was?
- I wonder why Mary Magdalene didn't recognise Jesus.
- I wonder why Jesus picked Mary Magdalene to tell his friends.
(With the exception of the third one, these are open-ended questions. Therefore there are no right or wrong answers. Accept the students' responses.)

Tell the students: Remember, after Jesus died on the cross he was put in a tomb. Three days later he rose to new life.

Invite the students to return to their seats. **Hand out the materials** for the construction of the empty tomb.

Give the following instructions step by step.

- **Tell the students** to place the cut half on the other half with black sides facing them. (This acts as a guide for pasting the angels.)
- **Tell the students** to decorate the angels.
- **Tell the students** to paste the two angels inside the tomb on the black paper plate half so that they can be seen through the opening.

Staple the two halves together.

- **Tell the students** to scrunch up the brown paper until it resembles a ball large enough to cover the entrance but not in it.

Direct the students to page 19 of the workbooks.

Invite the students to trace over the 'Something to Remember' statement: 'At Easter Jesus rose from the dead'.

Collect the workbooks.

End

(5 minutes)

Gather the students round the prayer focus.

Catechist: Today we've learnt about Jesus rising from the dead.
Our response is:

Risen Jesus, be with us.

Students: Risen Jesus, be with us.

Catechist: Let us pray to the risen Jesus: That we may see Jesus in others,

Students: Risen Jesus, be with us.

Catechist: That we may listen to Jesus,

Students: Risen Jesus, be with us.

Catechist: That we may tell others about Jesus,

Students: Risen Jesus, be with us.

Catechist: Now, repeat after me:

Glory be to the Father,

Students: Glory be to the Father,

Catechist: Glory be to the Son,

Students: Glory be to the Son.

Catechist: Glory be to the Holy Spirit.

Students: Glory be to the Holy Spirit.

Catechist: Amen.

Students: Amen.

Invite the students to take their empty tombs home.

Dismiss the students as usual.

PREPARATION

Appendix 8 – The Empty Tomb

Materials Required

- A paper plate per student and one for yourself. Black acrylic (water-based) paint.
- Brown paper, either a bag or an A4 sheet per student.
- A pair of angels for each student and yourself.
- Stapler and staples.

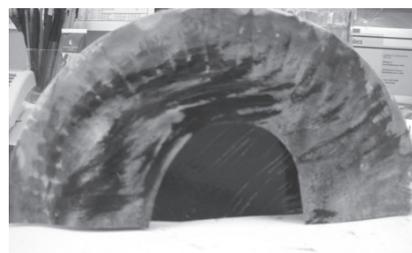
Preparation (before class)

Cut the paper plate in half and paint the inside of one half and the outside of the other half with black paint. Cut a hole (suggesting an entrance) in the half painted on the outside.



Method

Place the cut half on the other half with black sides facing you.



Decorate the angels and paste them inside the tomb on the back paper plate so that they can be seen through the opening.

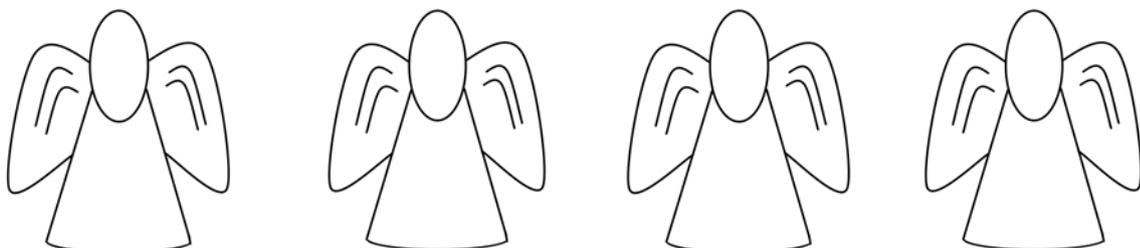
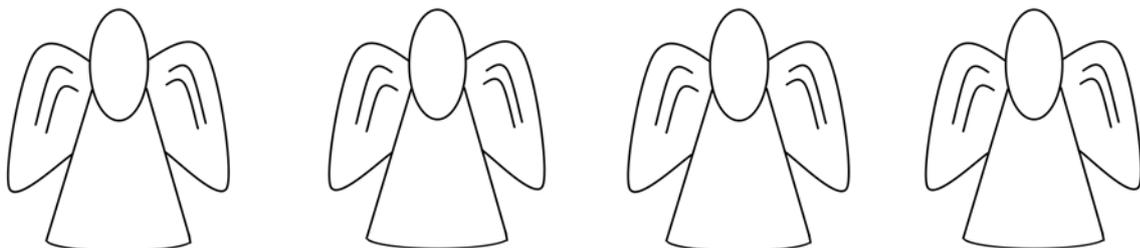
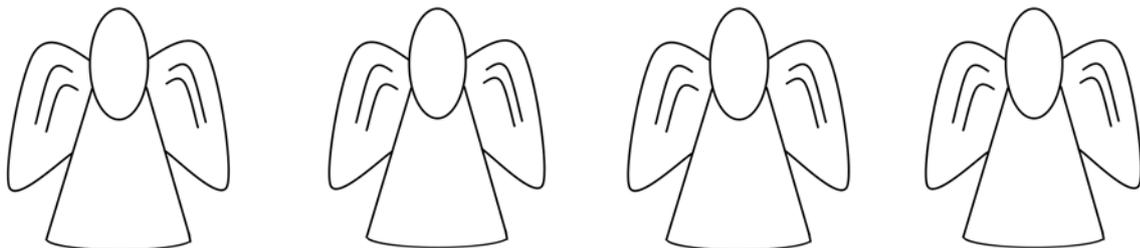
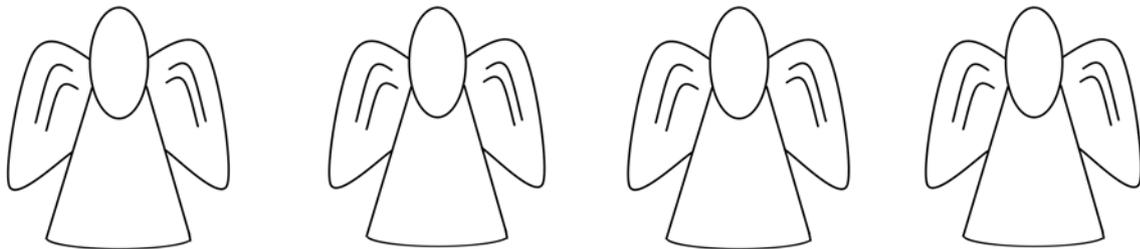
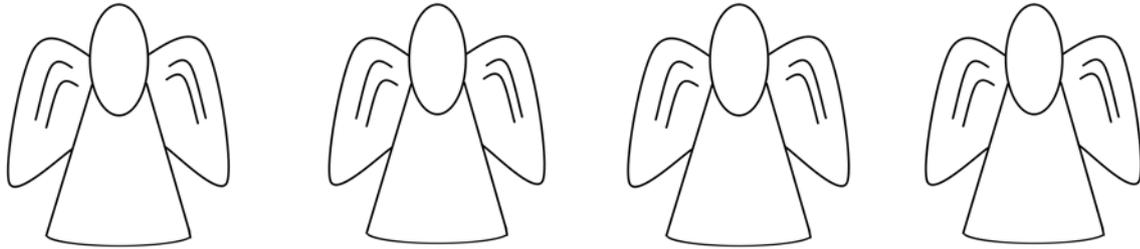


Staple around the curved edges. The tomb model should be able to stand. Crush the brown paper into a ball and place it near the entrance but not in it.



Appendix 8 – The Empty Tomb (continued)

Photocopy enough angels for two per student and two for yourself. Cut them out beforehand.



Jesus Is God With Us

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

At the same time the Church has always acknowledged that in the body of Jesus 'we see our God made visible and so are caught up in love of the God we cannot see' (Roman Missal, Preface of Christmas I). The individual characteristics of Christ's body express the divine person of God's Son. He has made the features of his human body his own, to the point that they can be venerated when portrayed in a holy image, for the believer 'who venerates the icon is venerating in it the person of the one depicted' (DS, n. 601) (CCC. n. 477).

Whenever we read about the events in Jesus' life we are learning something about God. Jesus is God with us, Emmanuel. To discover this sacramental nature of Jesus, recognising God's presence to us in Jesus, we must come to understand the true purpose of all that Jesus said and did. Nothing in the Bible conveys anything other than the truth that God wants us to live our lives in the fullness of God's love. God wants us to be with God, now and always. To take Jesus, the sacrament of God – the visible presence of God in our lives – seriously, means we will come to know God more deeply and strengthen our relationship with God more intensely. We will live in our everyday life the reality that Jesus is God with us.

Student Focus

Students of this age may have no previous knowledge of Jesus. They may know something about the Christmas story but know little about the life and times of Jesus. These students will understand that some people have positions of importance in their life. They recognise the roles of their parents, their teachers and the authorities such as the police. Helping the students understand that Jesus is God here on earth is a conceptual step that many students may not fully grasp. This will not be the last time they hear of this concept, so treat it carefully but recognise that the students may not have understood it in all its meaning.

Teaching Point

Jesus is God with us.

Remembering Point

Jesus is God with us.

Beginning

(10 minutes)

Welcome the students as usual.

Invite the students to gather round the prayer focus and to get ready to pray.

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

All: In the name of the Father ...

Catechist: Repeat after me:

Jesus, help us to pay attention

Students: Jesus, help us to pay attention

Catechist: as we learn more about you.

Students: as we learn more about you.

Catechist: Amen.

Students: Amen.

Hand out the flash cards to five individual students and **invite them** to hold the card against their chests so that the rest of the class cannot see the letters. (*Place the students in the correct order to spell the name.*)

Tell the students: These letters form the name of a person in the Bible.

Invite the students to reflect on the following:

- I wonder if you can work out who that person might be.

Invite one student to hold up the letter 'J' so that the whole group can see it. If no-one answers correctly, **invite another student** to hold up 'E'. Continue in this manner until the correct answer 'JESUS' is given.

Invite the students to work with the person beside them to reflect on the following:

- I wonder who Jesus is.

Invite a few students to share some of their answers with the whole class. (*Accept all answers and affirm the students. Do not worry if they can't recall much, for this is the purpose of this lesson.*)

Middle

(30 minutes)

Tell the students: We can find out who Jesus is by reading stories about him from the gospels in the Bible. Today we're going to have two different stories about Jesus from Mark's Gospel in the Bible.

Tell the story of the blind man at Bethsaida. Mk 8: 22–26

PREPARATION

1. Prayer focus: a cloth, the Bible and a candle.

2. Flash cards, e.g

J	E	S	U	S
---	---	---	---	---

3. Workbooks.

4. Read the scripture texts and practise telling them by heart. Remember to keep true to the text provided and not to add embellishments.

PREPARATION

Jesus and his friends came to Bethsaida. Some people brought a blind man to him and begged him to touch him. Jesus took the blind man by the hand and led him out of the village. Then Jesus put saliva on his eyes and laid his hands on him. Then Jesus asked the blind man, 'Can you see anything?' The blind man looked up and said, 'I can see people, but they look like trees, walking.' The Jesus laid his hands on his eyes again; and he looked intently and his sight was restored, and he saw everything clearly.

Ask the students: Why do you think that Jesus was able to cure the man's blindness? *(Because God was with Jesus, God gave Jesus the power to heal ... Accept the students' answers as the text does not state any reason. We believe that Jesus was able to do these things because God was with him and therefore Jesus is God with us.)*

Tell the story: 'Jesus' Transfiguration'. Begin by telling the students that this story takes place about six days later.

Adapted from Mk 9: 2–8

Jesus took Peter, James and John, up a high mountain where he was changed before them. His clothes became dazzling white. And there appeared to them Elijah with Moses, who were talking with Jesus. Then Peter said to Jesus, 'Teacher, it is good for us to be here. Let us make three tents, one for you, one for Moses, and one for Elijah.' Peter did not know what to say, for they were terrified. Then a cloud came over them, and from the cloud there came a voice, 'This is my Son, the Beloved; listen to him!' Suddenly when they looked around they saw no one with them – but only Jesus.

Ask the students: I wonder why Jesus showed Peter, James and John that he was God's Son. *(Accept students' responses and affirm them.)*

Invite the students to return to their places.

Hand out the workbooks and **invite the students** to open them at page 21.

Divide the class in half.

Tell the students: This half of the group *(indicate which half)* will work with the 'Blind Man' story and this half *(indicate the other half of the group)* will work with the 'Jesus Changes' story. The stories are in your workbooks as storyboards. You are to draw what is happening in each box.

Tell the students: Now sit reverently, close your eyes and think about what you have heard and drawn. Say a silent prayer to Jesus, in your heart and mind.

Take up the workbooks.

End

(5 minutes)

Gather the students around the prayer focus and invite the students to get ready to pray.

Catechist: Jesus is God's Son, so he is God with us. Let's praise God.
Repeat after me: Glory be to the Father,

Students: Glory be to the Father,

Catechist: Glory be to the Son,

Students: Glory be to the Son,

Catechist: Glory be to the Holy Spirit.

Students: Glory be to the Holy Spirit.

Catechist: Amen.

Students: Amen.

Dismiss the students as usual.

The Old Testament

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Indeed, 'the economy of the Old Testament was deliberately so oriented that it should prepare for and declare in prophecy the coming of Christ, redeemer of all men' (DV, n. 15). 'Even though they contain matters imperfect and provisional' (DV, n. 15), the books of the Old Testament bear witness to the whole divine pedagogy of God's saving love: these writings 'are a storehouse of sublime teaching on God and of sound wisdom on human life, as well as a wonderful treasury of prayers; in them, too, the mystery of our salvation is present in a hidden way' (CCC, n. 122).

The promise of salvation made in Genesis is continued through the covenant promise to Abraham, Isaac and Joseph and affirms God's love for God's people. The books in the Old Testament provide the reader with the subtleties of God present to God's people through history and in life. When we read and contemplate the stories of the Old Testament, we are led to connect with the ordinariness yet mysterious intervention of God down through the ages.

Student Focus

Six to seven-year-old students may be familiar with the Old Testament, but probably only in terms of the main stories they might have been told. This age group is quite literal in their belief as well as being lovers of make-believe, which means that you need to be cautious about presenting the stories as literal historical texts. Consider how these texts in the Old Testament present something about the mystery of God and in so doing are documents of faith.

Teaching Point

The stories in the Old Testament help us know about God.

Remembering Point

The story of Noah from the Old Testament helps us know God.

Beginning

(7 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Invite the students to pray.

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

All: In the name of the Father ...

Catechist: Repeat after me:
God of all goodness,

Students: God of all goodness,

Catechist: Be with me today.

Students: Be with me today.

Catechist: Help me to listen and join in this lesson

Students: Help me to listen and join in this lesson

Catechist: So that I might know you better.

Students: So that I might know you better.

Catechist: Amen.

Students: Amen.

Middle

(30 minutes)

Gather the students around you at the front of the learning space.

Hand out the workbooks and **invite the students** to open them at page 23. **Tell them:** Today, we're going to learn about God's friend Noah, the flood and the rainbow. I'll read the story and you can follow it in your books.

Read the story.

(Adapted from Gen 6: 11 – 9: 16)

One day God told Noah to build a boat called an ark. It had to be strong enough to keep his family safe. God also told Noah to gather pairs of all the animals and birds and bring them into the ark too. God said that the ark was to keep Noah's family and all the animals and birds safe from the flood that would soon cover all the earth.

Noah did what God told him. After all the people and animals were safely inside the ark, it rained for 40 days and 40 nights and everything was flooded. When it stopped raining, Noah waited for the flood waters to drain away. Eventually, it was safe for Noah, his family and all the animals and birds to leave the ark.

God promised Noah that the whole earth would never be flooded again. God put a rainbow in the sky as a sign of his promise.

PREPARATION

1. Prayer focus: a candle, a multi-coloured cloth and the Bible.
2. Workbooks.
3. Coloured pencils

PREPARATION

Invite the students to reflect on the following:

- I wonder why God saved Noah and everything in the ark.
(Accept the students' responses and affirm them.)
- I wonder why God picked a rainbow as a reminder of his promise.
(Accept the students' answers and affirm them.)

Tell the students: The promise God made to Noah has a special name – covenant. God keeps his promises and he asks us to promise to remember that he is God.

Invite the students to return to their places and to open their workbooks at page 24 and the activity titled 'The story of Noah'.

Tell the students: A rainbow has different colours that always appear in the same order whenever you see a rainbow. The colours start from the outside and are: red, orange, yellow, green, blue, indigo (a bluey purple colour) and violet. Now use your coloured pencils to colour in the rainbow with the different colours.

Allow no more than five minutes for this colouring activity.

Tell the students: At the top of the picture you will see a sentence. Read it along with me: 'The story of Noah helps us to know God'.

Ask the students:

- What does this story tell us about God? (Accept the students' answers.)

Tell the students: At the bottom of the picture you will see another sentence. Read it along with me: 'God always keeps his promises.'

Invite the students to trace over the two sentences at the top and bottom of the picture.

End

(5 minutes)

Invite the students to bring their workbooks and gather around you at the front of the learning space.

Ask the students:

- What might you do to help you to remember God? What might you promise God? (Accept and affirm the students' answers.)

Gather the students around the prayer focus.

Invite the students to get ready to pray by being very still and quiet.

Catechist: Repeat after me.
Glory be to God the Father.

Students: Glory be to God the Father.

Catechist: Glory be to God the Son.

Students: Glory be to God the Son.

Catechist: Glory be to God the Holy Spirit.

Students: Glory be to God the Holy Spirit.

Catechist: Amen.

Students: Amen.

Dismiss the students as usual.

Jesus Promises The Holy Spirit

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Before his Passover, Jesus announced the sending of 'another Paraclete' (Advocate), the Holy Spirit. At work since creation, having previously 'spoken through the prophets', the Spirit will now be with and in the disciples, to teach them and guide them 'into all the truth' (DS, n. 150). The Holy Spirit is thus revealed as another divine person with Jesus and the Father (CCC, n. 243).

We are people of the Holy Spirit. At Pentecost the descent of the Holy Spirit upon those gathered in the room signified a new beginning. The true nature of the Holy Spirit, third person of the Holy Trinity, is revealed to the apostles and the Church. Jesus promises to ask the Father to send an advocate to strengthen and support those who follow after him. The Holy Spirit is intended as the guide and help to continue the mission of Jesus in the best way we can. Calling on the Holy Spirit, promised to us by Jesus and given to us as gift at baptism, is recognising our need for God's help and assistance. We can rely on the fact that the Holy Spirit is with us, guiding and helping us achieve our place in the Kingdom of God.

Student Focus

The mystical nature of the Holy Spirit is something that six and seven-year-olds can 'sit with' comfortably. These students do not need everything explained away. Helping the students understand the presence of the Holy Spirit promised to us by Jesus, as a help and guide through life, is an important part of this lesson.

Teaching Point

Jesus promises us the Holy Spirit.

Remembering Point

Jesus promises us the Holy Spirit.

PREPARATION

1. Prayer focus: a red cloth, cut-out flames, red candles and the Bible.
2. Workbooks.
3. Coloured pencils.

Beginning

(7 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Invite the students to prepare for prayer by being still and quiet.

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

All: In the name of the Father ...

Catechist: Repeat after me.
Holy Spirit,

Students: Holy Spirit,

Catechist: Please help me

Students: Please help me

Catechist: to live the way Jesus wants me to.

Students: to live the way Jesus wants me to.

Tell the students: When we make the Sign of the Cross and say the words, we are saying that everything we are going to do will be to praise God the Father, God the Son and God the Holy Spirit.

Today, we are going to learn how Jesus promises us the Holy Spirit.

Middle

(30 minutes)

Gather the students around you at the front of the learning space.

Ask the students to reflect on the following:

- I wonder what would happen if you were in a strong wind (*I would be nearly blown over, it would be very noisy, my hair would fly in my eyes, I would feel very cold, ...*)

Tell the students: When the Holy Spirit came people heard the sound of a very loud wind.

Invite the students to return to their places.

Hand out the workbooks and **invite the students** to open them at page 25. **Tell the students:** I am going to read a story about the coming of the Holy Spirit. Follow the story as I read it.

Read the story:

Jesus knew that after he had returned to heaven his friends, the disciples, would be afraid. He promised that he would ask his Father to send the Holy Spirit to help them so that they wouldn't be afraid. Just before Jesus went back to his Father, he told his friends, the disciples, to go back to Jerusalem and to wait there until the Holy Spirit came.

Ten days later, while they were gathered together, a strong wind shook the house. Then they saw what looked like flames above each other's heads.

All of them started to speak in languages that they hadn't spoken before. They were filled with the Holy Spirit – now they weren't frightened anymore.

A big crowd had gathered outside. Peter wasn't scared. He stood up and told them all about Jesus.

(Adapted from *To Know Worship and Love*, Level 2 (Grade 1 or 2), pp. 64–67.)

Gather the students around you at the front of the learning space.

Invite the students to close their eyes and picture the scene when the Holy Spirit came to Jesus' friends, the disciples.

Ask the students:

- What signs tell you the Holy Spirit is present?
- What do you think it meant to be filled with the Holy Spirit?
(Accept all students' answers as these are open-ended questions to which there is no particular answer.)
- I wonder what would you have done if you had been with Jesus' friends. *(Accept all students' answers as these are open-ended questions to which there is no particular answer.)*

Invite the students to return to their places and to turn to page 26 to the activity 'Fill the Gap Activity'. They are to fill in the gaps in the sentences with the words at the bottom of the space.

Tell the students: When the flames of fire came near the friends of Jesus, it was a sign that they were filled with the Holy Spirit.

Invite the students to look at the Flame Activity on page 26.

Tell the students: To solve this puzzle you will need to use the code to colour in the picture. When you have coloured everything according to the numbers, you will discover the hidden words (*Holy Spirit*).

Allow enough time for the students to complete the task.

Tell the students: The Holy Spirit is the one Jesus promised to ask his Father to send. When the Holy Spirit came, Jesus' friends, the disciples, became very confident and were able to go out and tell the story of Jesus to everyone they met. They all had the special power that Jesus had promised them.

PREPARATION

PREPARATION

End*(5 minutes)*

Gather the students around the prayer focus.

Invite the students to prepare for prayer by sitting quietly.

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

All: In the name of the Father ...

Catechist: Repeat after me:
Glory be to the Father,

Students: Glory be to the Father,

Catechist: and to the Son,

Students: and to the Son,

Catechist: and to the Holy Spirit. Amen.

Students: and to the Holy Spirit. Amen.

Dismiss the students as usual.

Prayer

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

The heart is the dwelling-place where I am, where I live; according to the Semitic or Biblical expression, the heart is the place 'to which I withdraw'. The heart is our hidden centre, beyond the grasp of our reason and of others; only the Spirit of God can fathom the human heart and know it fully. The heart is the place of decision, deeper than our psychic drives. It is the place of truth, where we choose life or death. It is the place of encounter, because as image of God we live in relation: it is the place of covenant (CCC, n. 2563).

Jesus tells us to 'go into [our] room and shut the door and pray to [our] Father ...' (Mt 6: 6) so that we might receive our reward. A close relationship with God is the reward of a life of prayer. God is close to us, waiting for us to connect and encounter God deep within our inner being. Understanding that prayer is a conversation with God requires that we be both speaker and listener. Nurturing and nourishing a life of prayer requires that we learn the skills and recognise the importance of going to the inner room, 'our hidden centre' (CCC, n. 2563), where we can encounter God.

Student Focus

Students of this age love the idea of having some place special to talk to God. Nurturing a close relationship with God is something that these students will take very seriously.

Teaching Point

I can pray to God.

Remembering Point

I can pray to God.

PREPARATION

1. Prayer focus: a coloured cloth, a candle and a Bible.
2. Workbooks.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Repeat after me:
Glory be to the Father,

Students: Glory be to the Father,

Catechist: and to the Son,

Students: and to the Son,

Catechist: and to the Holy Spirit. Amen.

Students: and to the Holy Spirit. Amen.

Invite the students to gather around you at the front of the learning space.

Middle

(30 minutes)

Tell the students: When Jesus was growing up he learnt many prayers from his parents. He would have known some by heart.

As an adult, Jesus often took time to pray in a quiet place by himself. On the Sabbath, he prayed with the community in the synagogue.

His friends noticed that Jesus prayed often. One day this is what happened.

Tell the story:

One day Jesus was praying and when he had finished one of his friends said, 'Lord, teach us to pray'.

Jesus said to them, 'When you pray, say to God: 'Our Father', and praise him, and ask for what you need, and say sorry.

Ask the students:

- What is something we can praise God for? (Beautiful weather, cool trees, birds and animals, parents, friends, ...)
- What is something we can ask God for? (Blessings for the sick, courage to do the right things, ...)
- What can we say sorry for? (Hurting someone, saying nasty things, not sharing, ...)

Invite the students to return to their places and hand out the workbooks.

Tell the students: Turn to the activity titled 'Things I can pray about', on page 28. Each signpost says something important that we can pray to God about. The first signpost points towards something I can praise God

about. The next one says I can ask God for something when I pray, and the third signpost points to something I can say sorry for, when I pray to God. In the spaces beside each signpost, draw something for which you can praise God, ask God, and say sorry to God.

Allow the students about 10 minutes for this activity.

Invite the students to gather around you on the floor.

Tell the students: We can talk to God about anything – things we are happy about or things we are worried about. We can pray as a whole family or we can pray by ourselves. We can use our voices to say prayers or we can use our minds to think prayers. Let's have a 'thinking' prayer.

Spend no more than five minutes with this type of prayer as the students may not be that familiar with meditation.

Invite the students:

Sit quietly, close your eyes, place your hands in your laps ...

Breathe in ... breathe out ... breathe in and out quietly.

As you breathe in, say in your mind: Lord Jesus,

As you breathe out, say in your mind: teach me to pray.

Gently breathe in, saying: Lord Jesus,

Gently breathe out, saying: teach me to pray. Think about being with Jesus and his friends.

It's a warm sunny day. Jesus and his friends, the disciples, are sitting on the cool grass. You are sitting with them.

You can hear the disciples speaking to Jesus. It's your turn to speak to Jesus ...

Tell Jesus how you feel ... Thank Jesus for ...

Ask Jesus for what you need ... Listen to Jesus speaking to you ...

Keep very quiet ...

Say goodbye to Jesus for now.

Gently breathe in ... and ... breathe out.

Open your eyes. and quietly, silently, return to your places.

Invite the students to open their workbooks at the 'My Time with Jesus' on page 29. **Invite them** to write or draw about their time with Jesus.

Take up the workbooks and **invite the students** to gather around the prayer focus.

End

(5 minutes)

Tell the students: As we grow older we learn some prayers by heart. One of them is the 'Our Father', the prayer that Jesus taught his friends. You might remember hearing it at Mass on Sundays. Listen carefully as I pray it, and be ready to say 'Amen' at the end.

Catechist: Our Father ...

Students: Amen.

Dismiss the students as usual.

PREPARATION

Saint Francis of Assisi and Saint Brigid

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

The witnesses who have preceded us into the kingdom, especially those whom the Church recognises as saints, share in the living tradition of prayer by the example of their lives, the transmission of their writings, and their prayer today (CCC 1994, n. 2683).

The saints provide us with examples of lives lived in Christ in different eras and contexts. Apart from saints who have been canonised, there are countless men and women who have lived exemplary Christian lives but who are unknown to us. Known or unknown, the saints are friends of God and our friends. They pray for us and inspire us by their lives to love and serve God in whatever circumstances we find ourselves.

Student Focus

Students of this age are attracted to and by 'famous' people. They want to know their stories and they try to emulate them. Saints have interesting stories that can capture students' imaginations and can lead to imitation.

Teaching Point

Saints show us how to live like Jesus did.

Remembering Point

St Francis of Assisi and St Brigid show us how to live like Jesus.

Beginning

(10 minutes)

Welcome the students as usual.

Gather them around the prayer focus.

Catechist: Let us begin our prayer with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Repeat after me:
God of all goodness,

Students: God of all goodness,

Catechist: your saints lived good lives following Jesus.

Students: your saints lived good lives following Jesus.

Catechist: Help us to follow their example. Amen.

Students: Help us to follow their example. Amen.

Tell the students: Saints are people who have been very good at living like Jesus.

Ask the students:

- Do you know any saints? (*Don't worry if the students can't name any saints. If they can, make a very brief comment on the saint.*)

Tell the students: Today we will look at the stories of St Francis of Assisi and St Brigid. We call them saints because they lived their lives like Jesus did.

Middle

(30 minutes)

Invite the students to return to their tables. **Hand out** the workbooks and ask the students to open them at page 31.

Invite the students to sit quietly and follow from their workbooks as you read the story of St Francis of Assisi.

Francis was born more than 800 years ago in Assisi in Italy. His father was a rich businessman. He wanted Francis to work in the family business. Francis tried being a soldier but he came to believe that he should be serving God. He began serving God by caring for the sick in Assisi. Eventually, Francis left his family and everything he owned. He spent his time telling everyone he met about God.

Soon, other young men asked him if they could help him do this work. He wrote some rules for the way they would live and work together. They became 'brothers' called, 'Friars Minor'. The Pope gave his blessing for their work of teaching people about God. Francis and his brothers travelled all around Italy, talking to people on the streets, asking them to remember Jesus and to stop doing things that Jesus wouldn't like.

PREPARATION

1. Prayer focus: a green cloth, a candle, picture of St Francis of Assisi and St Brigid.
2. Workbooks.

PREPARATION

Francis lived a simple life – he didn't have many clothes or things, and had very little money. Francis wanted everyone to live a simple life like him so that they could live more like Jesus. Francis and his brothers worked only for enough money to pay for their food and simple clothing. When they had more money than they needed, they gave it to the poor.

Francis wrote prayers and hymns (sung prayers) to help people to follow Jesus.

We celebrate St Francis on 3 October.

Ask the students to reflect on the following:

- I wonder what Francis was like.
- I wonder what people learnt from him.
- I wonder how Francis shows us how he lived like Jesus.

Invite the students to draw a picture of one way that Francis lived like Jesus in the space under 'Francis Lived like Jesus' at the bottom of this story. *(Walk around the class giving assistance as required.)*

Tell the students: Now turn to page 32 in your workbook, to the story of St Brigid. Bring your workbook with you and come out the front and sit around me. Sit quietly and follow the story of St Brigid in your workbook as I read it to you.

Read the story:

Brigid was born in Ireland about 1500 years ago. There are lots of stories about her.

She used to help her family by milking cows, making cream and butter, looking after sheep and helping with the harvest. Brigid was very good at caring for animals.

Brigid always welcomed people to her home, sharing food and drink with them. Brigid cared especially for the poor, feeding them with her own food. She used to say: 'What is mine is theirs!' One day, she even gave away her father's jewelled sword to a

poor man so that he could sell it to buy food for his family.

Brigid made a cross out of reeds to teach others about Jesus.

She always did everything in the best way possible. This was her way of being like Jesus.

We celebrate St Brigid on 1 February.

(NB There are different spellings to her name – Brigid, Bridget, Bride.)

Ask the students to reflect on the following:

- I wonder what Brigid was like.
- I wonder what people learnt from Brigid.
- I wonder how Brigid shows us how to live like Jesus.

Invite the students to return to their places and to draw a picture of one way that Brigid lived like Jesus in the space under 'Brigid Lived like Jesus' on page 32. *(Walk around the class giving assistance as required.)*

Collect the workbooks.

Invite the students to gather around the prayer focus.

End

(5 minutes)

Catechist: We will begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Repeat after me:
God, our loving Father,

Students: God, our loving Father,

Catechist: St Francis and St Brigid

Students: St Francis and St Brigid

Catechist: tried very hard to be like Jesus.

Students: tried very hard to be like Jesus.

Catechist: Help us to learn from them

Students: Help us to learn from them

Catechist: to be like Jesus too. Amen.

Students: to be like Jesus too. Amen.

Dismiss the students as usual.

PREPARATION

Saying Sorry

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

When it arises from a love by which God is loved above all else, contrition is called 'perfect' (contrition of charity). Such contrition remits venial sins; it also obtains forgiveness of mortal sins if it includes the firm resolution to have recourse to sacramental confession as soon as possible (DS, n. 1677) (CCC, n. 1452).

We all know the feeling of remorse, when we are sorry for something we have done. The acknowledgment that we are always in need of healing accompanies the awareness we have of our struggles and experiences of powerlessness. There is a yearning from within to be whole, physically, spiritually, emotionally. When Jesus heals, he reaches into the inner depths of a person, freeing him or her from the bonds of sinfulness. The person is called to conversion, to a change of heart. God's gift of grace allows this conversion to take place.

Student Focus

Six and seven-year-old students do know what is right and wrong. These students, however, will not have a developed sense of remorse or the capacity to place themselves in others' shoes. At this age, they are ready to understand that it is God, through Jesus, who forgives us and heals us, but are still learning about forgiveness. Their understanding of sin is also not a well-developed concept. The lessons about sorrow and forgiveness in this year are foundational and allow the deeper concepts to be strengthened as they grow older and move towards celebrating the sacrament of Reconciliation.

Teaching Point

I can say sorry when I do wrong things.

Remembering Point

When I do something wrong, I can say sorry.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Please repeat after me:
God, our Creator,

Students: God, our Creator,

Catechist: help us to pay attention

Students: help us to pay attention

Catechist: in our lesson today.

Students: in our lesson today.

Invite the students to find a partner and to sit together.

Ask the students to tell about the following:

- Think about a time when you might have been sorry for something you said or did. (*Called someone names, stopped playing with someone, ...*)

Ask two or three pairs to share their responses.

Tell the students: Today I'm going to tell you a story about a situation just like yours.

Hand out the workbooks.

Middle

(20 minutes)

Gather the students around you at the front of the room.

Invite the students to follow the story in their workbooks on page 33, while you read it to them.

Mia and Zoe are best friends. They live near each other and often go to each other's houses to play after school. At school they always play together during recess and lunchtime.

One day Zoe told Mia and all their friends at school that her Nan had given her a new Tablet. That afternoon Zoe excitedly showed Mia her Tablet. Mia took one look at it and said, 'But's that an old model. It's not as good as mine!' Zoe was hurt and didn't want to play with Mia any more. Mia went home early and told her Mum what had happened. Her mum helped her to understand that she had been unkind. She asked Mia, 'What do you think you can do to make it better?'

PREPARATION

1. Prayer focus: a cloth, a candle, the Bible.
2. Workbooks.

PREPARATION

Ask the students:

- What do you think Mia could do to make things better between Zoe and herself? (*Shake hands, say sorry, give her a hug ...*)
- How have you made things better when you've hurt someone? (*Accept students' answers and ask clarifying questions if necessary.*)

Invite the students to return to their tables with their workbooks turned to page 34.

Tell the students: In the space titled 'How I made things better', draw a picture of how you have made things better when you hurt someone.

Tell the students: Sometimes we say sorry without thinking about what it means and then we hurt someone again. Other times, it's not easy to say sorry and we might have to be reminded to do so by our parents or teachers.

Jesus wants us to say sorry when we've hurt someone. We can always talk to Jesus about how we're going to say sorry.

Now trace over the words under the title 'Something to Remember'. Collect the workbooks.

End

(10 minutes)

Gather the students around the prayer focus.

Invite the students to get ready to pray.

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

All: In the name of the Father ...

Catechist: Please repeat after me.
Lord Jesus,

Students: Lord Jesus,

Catechist: help me to say sorry

Students: help me to say sorry

Catechist: whenever I hurt someone. Amen.

Students: whenever I hurt someone. Amen.

Dismiss the students.

Senses

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

The need to involve the senses in interior prayer corresponds to a requirement of our human nature. We are body and spirit, and we experience the need to translate our feelings externally. We must pray with our whole being to give all power possible to our supplication (CCC, n. 2702).

The recognition by the magisterium that our senses are essential to a valid prayer life reinforces the importance of recognising and using them as gifts from God. Our whole body is created in the image and likeness of God, and as such ennobles the senses, raises them in dignity. Our unique capacity to talk about, reflect on and engage with our sense of smell, taste, touch, hearing and sight puts us in a distinctive position. We are able to turn our whole body and spirit towards God. Tasting, hearing, seeing, touching and smelling the elements of prayer and ritual enable us to express a deeper connection with God.

Student Focus

Year 1 students are very familiar with their senses. They have been exploring their senses since they were very little. Connecting this set of almost automatic experiences with God is where there is a challenge. The most important connection that can be made is to help the students be aware of their senses in a very real and physical way and help them to connect this with our being created in the image and likeness of God.

Teaching Point

Senses are a gift from God.

Remembering Point

My senses are a gift from God.

PREPARATION

1. Prayer focus: a brightly coloured cloth, a candle, a picture of people on a beach or use the picture in Appendix 15, page 69.
2. Picture of a child on the beach, available in Appendix 15, page 69.
3. Workbooks.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus and light the candle.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Our bodies are a great gift from God. Our bodies can touch, see, smell, hear and taste.

For our bodies we thank you, Lord.

Your response to each phrase I say is: 'We thank you, Lord'.

Students: We thank you, Lord.

Catechist: For the feel of fresh sheets,

Students: We thank you, Lord.

Catechist: For the smell of fresh bread,

Students: We thank you, Lord.

Catechist: For the sight of a friendly smile,

Students: We thank you, Lord.

Catechist: For the sound of my favourite song,

Students: We thank you, Lord.

Catechist: For the taste of a yummy pizza

Students: We thank you, Lord.

All: In the name of the Father ...

Invite the students to gather around you at the front of the room.

Tell the students: Today we're going to learn about how our senses are a gift from God.

Middle

(30 minutes)

Show the students a picture of someone at the beach.

Ask a student: What do you think you would see at the beach?

Ask a different student: What do you think you would hear at the beach?

Ask another student: What do you think you would taste at the beach?

Ask a fourth student: What do you think you would touch at the beach?

Ask a fifth student: What do you think you would smell at the beach?

(Allow no more than 5 minutes.)

Tell the students: When we see, hear, taste, feel and smell we are using our five senses. We believe that God has given us our senses and that we use them in various ways. *(Some students may know people whose sense of sight or hearing has been impaired so that they are blind or deaf.)*

Divide the students into five groups and assign a sense to each group.

Tell the students: In your group talk about what you would experience with the particular sense you have been given. Decide on one puzzle to give the rest of the class, e.g. I hear with my little ear something that begins with ...

(Other examples include: I see with my little eye something beginning with ... I taste with my little mouth something beginning with ... I touch with my little hands something beginning with ... I smell with my little nose something beginning with ...)

(Allow 5 minutes for this activity.)

Gather the students around you at the front of the room.

Invite one person from each group to ask everyone the first puzzle. If there is time, they can ask a second puzzle about their sense.

(Allow 5 minutes for this activity.)

Invite the students to return to their places and to work in pairs.

Tell the students: Turn to page 36. Each pair will be allocated one of the pictures in your workbook. Together, think about what you could experience with your senses in that situation. Your first task is to write in the space at the bottom of the picture what the picture might be called.

Now turn to page 37 and after you have discussed with your partner what you would taste, see, hear, touch, and smell in the place in the picture, draw or write the experience in the space provided for that sense. Each of you will fill out your own workbook after you have discussed what you might draw or write. *(Walk around the class, offering help if necessary and affirming their work.)*

Take up the workbooks.

End

(5 minutes)

Gather the students around the prayer focus.

Catechist: Let us praise God for the gift of our senses by saying the Glory be ...

All: Glory be to the Father, and to the Son, and to the Holy Spirit. Amen.

Dismiss the students as usual.

PREPARATION

Appendix 15 – Senses

Photocopy to use at the beginning of the lesson.

At the Beach



Sunday – God’s Day

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Participation in the communal celebration of the Sunday Eucharist is a testimony of belonging and of being faithful to Christ and to his Church. The faithful give witness by this to their communion in faith and charity. Together they testify to God’s holiness and their hope of salvation. They strengthen one another under the guidance of the Holy Spirit (CCC, n. 2182).

As believers, we enter into the eucharistic celebration with the sense of ‘giving thanks’ for all that God has given to us, and most especially, for the gift of Jesus. When engaging in the Liturgy of the Eucharist, we share in the Body and Blood which Jesus first gave to his disciples at the Last Supper. When we receive the Body of Christ in the Eucharist, we experience our union with him, and also our communion with one another. Together we go out to care for others, respond to their need and to carry the word of God, Jesus Christ, to the world.

Student Focus

Students of this age might have some experience of going to Mass on Sunday. However, many will have no experience of Mass or a church or the parish. Helping the students understand the importance of having a day dedicated to celebrating and giving thanks to God is the focus of this lesson. Students will be able to understand a day called ‘God’s day’ and will understand how important it is to remember and give thanks on this day.

Teaching Point

On Sunday God’s family gather to celebrate.

Remembering Point

Sunday is God’s day.

PREPARATION

1. Prayer focus: a white cloth, a candle, a Children's Mass book.
2. Workbooks.
3. Photo(s) of what happens at Mass in Appendix 16a, page 73.
4. Learn how to perform the action rhyme, 'Here is the church', from Appendix 16b, page 74.
5. Learn the whole-body action song about gathering in the church on Sunday, God's day, on page 74.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Invite the students to get ready to pray by being still and quiet.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: The grace of our Lord Jesus Christ,
And the love of God,
And the communion of the Holy Spirit,
Be with you all.

Catechist: I will now greet each of you individually with the words:
'God be with you'.

You will each respond: 'And with your Spirit'.

All: In the name of the Father ...

Invite the students to return to their places.

Tell the students: Every Sunday there is Mass in our parish church, and we are all invited to attend.

Ask the students:

- Why do you think Father says Mass every Sunday for us?
- What do you do on a Sunday?
- What things do you always do?
- What are some of the things you do sometimes?

(Accept the students' answers.)

Tell the students: Sunday has been God's day since soon after Jesus had died, risen from the dead and returned to his Father in heaven. The early Christians chose Sunday as God's day because it was the day Jesus rose from the dead.

So, on Sunday, the parish family comes together to pray, give thanks and receive Communion, to listen to stories about Jesus and to talk with their parish family. We gather because we are God's people, a family of believers. *(Use the photos in Appendix 16a to accompany this description, talking about what the photos describe.)*

Middle

(20 minutes)

Gather the students around you at the front of the learning space. Teach the children the finger game, 'Here is the church and here is the steeple'. (See Appendix 16b, page 74.)

Here is the church

And here is the steeple.

Open the doors and see all the people.

Close the doors and hear them pray.

Open the doors as they go on their way.

Ask the students to wonder about the following:

- I wonder what happens when we go to Mass in the church?
(We see lots of people, the priest says prayers, we sing, ...
Accept students' answers.)

Tell the children: You are part of God's family especially when you gather in the church for Mass or other celebrations like weddings or baptisms.

Let's sing the action song about gathering in the church on Sunday, God's day (to the tune of Here We Go Gathering Nuts in May or Here we go Round the Mulberry Bush).

Children form a circle and skip round to the first verse.

Here we go gathering in the church
In the church, in the church.
Here we go gathering in the church
Every Sunday morning.

Children kneel in the circle and sing the second verse.

Here we go kneeling in the church,
In the church, in the church
Here we go kneeling in the church
Every Sunday morning.

Children cross their arms and put their hands on their shoulders.

Then we get blessings in the church,
In the church, in the church.
Then we get blessings in the church,
Every Sunday morning.

Tell the students: When the people go to Communion, you can join the line and seek a blessing by crossing your arms as you did in the song.

End

(10 minutes)

Invite the students to return to their places and to open their workbooks at page 39.

Tell the students: In the space under the heading 'My Family Celebrates God's Day', draw a picture of your family celebrating God's day.

(Walk around the group, affirming and helping as required.)

Invite the students to colour in the Remembering Point: Sunday is God's day.

Collect the workbooks.

Invite the students to gather around the prayer focus to pray.

All: In the name of the Father ...

Catechist: The grace of our Lord Jesus Christ, And the love of God,
And the communion of the Holy Spirit, Be with you all.

Catechist: Repeat after me: Amen.

Students: Amen.

Dismiss the students as usual.

PREPARATION

Appendix 16a – Photos of Mass

Enlarge, photocopy and laminate the photos.



The readings



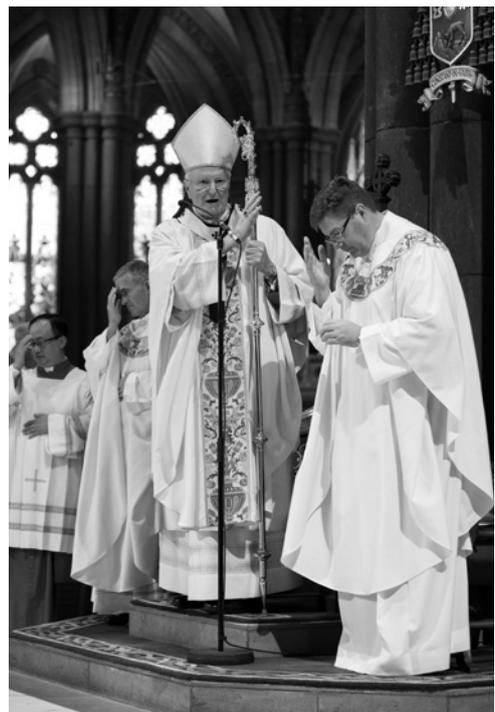
The homily



The preparation of the gifts



Receiving Communion



Closing blessing

Appendix 16b – 'Here is the Church' Rhyme



Here is the church



And here is the steeple.



Open the doors and see all the people.

74



Close the doors



and hear them pray.



Open the doors



As they go on their way.

I Can Pray

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Meditation engages thought, imagination, emotion, and desire. This mobilisation of faculties is necessary in order to deepen our convictions of faith, prompt the conversion of our heart, and strengthen our will to follow Christ. Christian prayer tries above all to meditate on the mysteries of Christ, as in *lectio divina* or the rosary. This form of prayerful reflection is of great value, but Christian prayer should go further: to the knowledge of the love of the Lord Jesus, to union with him (CCC, n. 2708).

The Rosary is a traditional prayer that has as its intent meditation on the life and message of Jesus. It offers the one praying the opportunity to praise God. Through the meditation on significant stories in the life of Jesus we are able to recall the mystery of salvation. The recitation of the Hail Mary is said to allow time for reflection on the mystery of Jesus' life, to deepen our understanding and knowledge of Jesus.

Student Focus

Students will not have learnt the Hail Mary or the Our Father in full and they may never have seen or heard anyone say the Rosary. The students may be familiar with these prayers if they attend Mass regularly. The students do not have to learn the Hail Mary or the Our Father off by heart at this stage, but regular exposure to the prayers helps their understanding in later years. The intention in this lesson is not to have the students able to recite the Rosary, but rather to help them see that there are many prayers in our tradition that we can pray at different times and for different reasons. Students at this age can recognise that the Rosary is a prayer that helps us reflect on the life and message of Jesus.

Teaching Point

I can pray.

Remembering Point

I can pray the Rosary.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus. Point out the significance of each item. The blue cloth reminds us of Mary, Jesus' mother. The lighted candle reminds us of Jesus. Today we are going to learn about the Rosary, a special prayer Catholics pray. Show the students the rosary beads.

Invite the students to prepare to pray by stilling themselves in body and mind.

Tell the students: The Rosary is a prayer for people to say together. It's made up of several prayers: Our Father, Glory Be and Hail Mary. The prayer strips here (point to the prayer strips) are the prayers that we will say. We say these prayers while we think about stories of Jesus' life. We mostly say Hail Marys. Today we are going to pray the Hail Mary.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: The response is:
Hail Mary, full of grace. The Lord is with you.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Blessed are you among women.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Blessed is the fruit of your womb, Jesus.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Holy Mary, Mother of God, pray for us sinners.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Now and at the hour of our death.

Students: Hail Mary, full of grace. The Lord is with you.

Middle

(30 minutes)

Invite the students to sit around you. **Tell them:** As I said before, when we pray the rosary we think about some of the stories of Jesus' life. I like to think about the angel asking Mary to be the mother of Jesus.

Ask the students:

- If you have heard this story before, what do you remember about this story? *(Take the students' answers but don't labour the point – if they don't know you can tell them the story.)*

Tell the students: Yes, that's right. One day the angel Gabriel visited Mary, who was engaged to Joseph. Gabriel said, 'Hail Mary, full of grace. The Lord is with you.' Mary didn't understand, so the angel

PREPARATION

1. Prayer focus: a blue cloth, a candle, rosary beads.
2. Workbooks.
3. Prayer strips:

Hail Mary, full of grace,
the Lord is with you.

Our Father, you are in heaven.
Hallowed be your name.

4. Ten 20 cm circles of coloured paper or card, e.g. yellow, and one 20 cm circle of coloured paper or card in another colour, e.g. green. Place these in a circle on the floor to form a decade of the rosary. See Appendix 17, page 80.

PREPARATION

Gabriel said, 'Don't be afraid, Mary, because God is pleased with you. You will have a son and you will call him Jesus.' Mary still didn't understand. So the angel said, 'The Holy Spirit will overshadow you and your baby will be the Son of God.' Mary said, 'I am the servant of the Lord' (Paraphrase of Lk 1: 26–38).

Invite the students to stand in a circle around the floor beads. Ask a student to stand on the green bead and together say:

Catechist: The response is:
Our Father, you are in heaven. Hallowed be your name.

All: Our Father, you are in heaven. Hallowed be your name.

Catechist: Your Kingdom come. Your will be done on earth as it is in heaven.

Students: Our Father, you are in heaven. Hallowed be your name.

Catechist: Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us.

Students: Our Father, you are in heaven. Hallowed be your name.

Catechist: And lead us not into temptation but deliver us from all evil.

Students: Our Father, you are in heaven. Hallowed be your name.

Invite a student to stand on the first yellow bead and **invite everyone** to think about the angel Gabriel greeting Mary as full of grace.

Tell the students: We will now pray a prayer about Mary. Repeat after me.

Catechist: Hail Mary, full of grace. The Lord is with you.

Students: Hail Mary, full of grace. The Lord is with you.

Tell the students: Now N. (student's name) will move to the next bead and as she/he does, we will say our prayer about Mary. Repeat after me.

Catechist: Hail Mary, full of grace. The Lord is with you.

Students: Hail Mary, full of grace. The Lord is with you.

Tell the students: Again as N. (student's name) moves to the next bead, we will pray the prayer about Mary. Repeat after me.

Catechist: Hail Mary, full of grace. The Lord is with you.

Students: Hail Mary, full of grace. The Lord is with you.

Invite a different student to stand on the fourth yellow bead and invite everyone to think about the angel Gabriel telling Mary that God is pleased with her.

Tell the students: Again we will say the prayer about Mary. Join me as I pray the prayer.

All: Hail Mary, full of grace. The Lord is with you.

Tell the students: Now N. (student's name) will move to the next bead and as she/he does, we will say our prayer about Mary. Join me as I pray the prayer.

All: Hail Mary, full of grace. The Lord is with you.

Tell the students: N. (student's name) moves to the next bead and we say the prayer about Mary. Repeat after me.

All: Hail Mary, full of grace. The Lord is with you.

Invite yet another student to stand on the seventh yellow bead and invite everyone to think about the angel Gabriel telling Mary to call her Son Jesus.

Tell the students: Now we will say the prayer about Mary. Join me as I pray the prayer.

All: Hail Mary, full of grace. The Lord is with you.

Tell the students: Now N. (student's name) will move to the next bead and as they do, we will say our prayer about Mary. Join me as I pray the prayer.

All: Hail Mary, full of grace. The Lord is with you.

Invite another student to stand on the ninth yellow bead and invite everyone to think about the angel Gabriel telling Mary that her baby will be God's Son.

Tell the students: Now we will say the prayer about Mary. Join me as I pray the prayer.

All: Hail Mary, full of grace. The Lord is with you.

Tell the students: Now N. (student's name) will move to the next bead and as they do, we will say our prayer about Mary. Join me as I pray the prayer.

All: Hail Mary, full of grace. The Lord is with you.

Invite a different student to stand on the green bead and invite everyone to think about Mary being the servant of the Lord as we say the Glory Be together.

All: Glory be to the Father ...

Invite the students to sit around you.

Tell the students: When we pray the Rosary this is what we do. When adults pray the Rosary, they will often think about the stories of Jesus and Mary in their minds and hearts while they pray the prayer about Mary.

Ask the students: What stories about Jesus do you know? *(Accept the students answers but don't worry if they don't know many.)*

Tell the students: We can think about these stories too when we pray the Rosary.

Invite the students to return to their places.

Hand out the workbooks and direct the students to page 41 to the activity titled 'A Decade of the Rosary'.

Tell the students: On the page you will see the same 'beads' as we had on the floor. Draw an arrow from the name of the prayer to an appropriate bead. When you have finished matching the prayers to the beads, trace over 'I can pray the Rosary'.

Collect the workbooks.

PREPARATION

PREPARATION

End

(5 minutes)

Invite the students to gather around the prayer focus.

Conclude with the abbreviated forms of the Our Father, the Hail Mary and the Glory Be.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: *(Point to the prayer strips and invite the students to say with you:)*

All: Our Father, you are in heaven. Hallowed be your name.
Hail Mary, full of grace the Lord is with you.

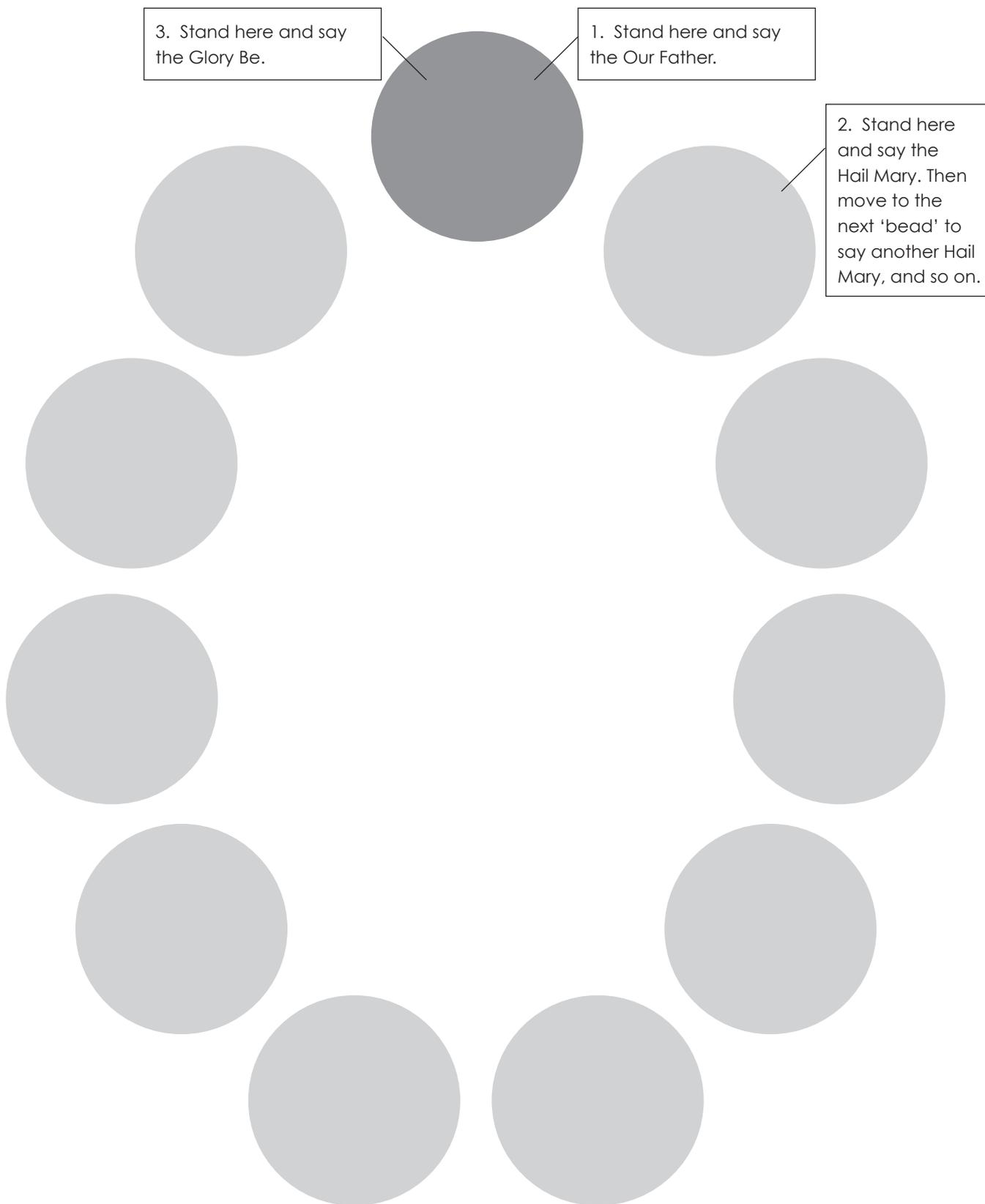
Catechist: Let's finish with the Glory be.

All: Glory be to the Father, and to the Son, and to the Holy Spirit.
Amen.

Dismiss the students as usual.

Appendix 17 – Floor Rosary

Cut out ten 20 cm circles of coloured paper (e.g. yellow) and one 20 cm circle of coloured paper or card in another colour (e.g. green). Place them on the floor and gather the students around them. Move to different 'beads' as you say the different prayers.



Living Like Jesus

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Incorporated into Christ by Baptism, Christians are 'dead to sin and alive to God in Christ Jesus' and so participate in the life of the Risen Lord (Rm 6: 11). Following Christ and united with him, Christians can strive to be 'imitators of God as beloved children, and walk in love' (Eph: 5: 1-2) by conforming their thoughts, words and actions to the 'mind ... which is yours in Christ Jesus' (Phil 2: 5), and by following his example (CCC, n. 1694).

Our lives are an expression of our faith. Our choices reflect who we are and how we understand our lives, lived as followers of Jesus. Reflecting on the life of Jesus provides a model for us to follow. Through Baptism we are drawn into the life of Christ, given the assistance of the Holy Spirit to live our lives in imitation of Jesus. We are charged to carry the message of Jesus Christ to all we meet, to spread the Good News of Jesus and respond to the needs of others.

Student Focus

For Year 1 students this type of lesson forms a foundation for later learning about their faith. The students will not be expected to know or understand fully what Baptism is all about. They will be able to understand, according to their development, how the things they do can be like Jesus. The intention is to assist the students to recognise how they might live as Jesus would want.

Teaching Point

We can live like Jesus.

Remembering Point

I can live like Jesus.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Invite the students to be still and quiet as they prepare to pray.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: The response is:
Our Father, you are in heaven. Hallowed be your name.

Students: Our Father, you are in heaven. Hallowed be your name.

Catechist: Your Kingdom come. Your will be done on earth as it is in heaven.

Students: Our Father, you are in heaven. Hallowed be your name.

Catechist: Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us.

Students: Our Father, you are in heaven. Hallowed be your name.

Catechist: And lead us not into temptation but deliver us from all evil.

Students: Our Father, you are in heaven. Hallowed be your name.

82

Middle

(35 minutes)

Gather the students around you at the front of the learning space.

Hold up the Bible and **tell the students:** In the Bible there are lots of stories about Jesus.

Ask the students: What are some stories about Jesus that you know?
(Don't worry if the students can't remember any or many as the purpose of this lesson is to revisit some stories about Jesus.)

Tell the students: Yes, you know quite a few stories about Jesus. Today, we're going to look at two stories about Jesus caring for people.

Hand out the workbooks.

Invite the students to open them at page 43 and direct their attention to the picture at the top of the page (see images of Jesus in Appendix 18, page 85.)

Ask the students:

- Who do you think is in this picture?
- What do you think is happening? *(Accept students' answers but don't labour it.)*

PREPARATION

1. Prayer focus: a coloured cloth, a candle and a Bible.
2. Workbooks.
3. Images of Jesus in Appendix 18, page 85.

PREPARATION

Tell the students: Let's listen to this story about Jesus:

(Adapted from Lk 18: 35–43)

A blind man was sitting by the road just outside Jericho and he was begging. As Jesus and his disciples came near, the blind man heard the noise of the crowd going by and asked, 'What's happening?' Someone said, 'Jesus is passing by.' Straight away the blind man shouted, 'Jesus, Son of David, have mercy on me!' The people told him to be quiet but he shouted even more loudly, 'Son of David, have mercy on me!'

Jesus stopped and told the people to bring the man to him. He asked the blind man, 'What do you want me to do for you?' The blind man said, 'Lord, let me see again,' Jesus said, 'Receive your sight.' Immediately, the blind man could see again. He followed Jesus and praised God. Everyone who saw it praised God too.

Ask the students: Why do you think Jesus stopped to help the blind man? *(He felt sorry for the man, admired the man because he kept on calling out ... Accept the students' answers – there is not a specific answer to this question.)*

Invite the students to return to their places and to write or draw why they think Jesus stopped to help the blind man in the space provided under the image on page 43.

(Walk around the class, giving assistance as required.)

Invite the students to bring their workbooks with them to the front of the room and to turn to page 44. Point to the picture at the top of the page.

Ask the students:

- Who do you think is in this picture?
- What do you think is happening? *(Accept students' answers but don't labour it.)*

Tell the students: Let's listen to this story about Jesus:

(Adapted from Mk 6: 30–44)

One day Jesus and his friends the disciples got into a boat and crossed the lake to have a quiet time together in a lonely place. However, the people saw them leave and worked out where they were going. They hurried around the lake and were waiting for Jesus and his disciples when they got there.

When Jesus saw the crowd he had pity on them. He taught them many things for a long time. The disciples said to Jesus, 'It's getting late. Send the people away to buy food.' But Jesus said to them, 'You give them something to eat.' The disciples said it would cost a lot of money for them to buy enough food to feed the people. Jesus said, 'Go and see how many loaves of bread you have.' They told Jesus that they had five loaves and two fish.

Jesus told his friends to ask the people to sit in groups of fifties and one hundreds. Then Jesus blessed and broke the bread and gave it to his disciples to give to the people. Jesus shared the two fish among them all. Everyone had enough to eat. Jesus' friends filled twelve baskets with the left-over pieces of bread and fish.

Ask the students: Why do you think Jesus made sure they had enough food to eat? *(They were hungry, they were in a lonely place ... Accept the students' answers – there is not a specific answer to this question.)*

Invite the students to return to their places and to write why they think Jesus made sure that the people had enough food to eat on page 44.

(Walk around the class, giving assistance as required.)

Tell the students: We can never be exactly like Jesus curing blindness or feeding thousands of people but Jesus wants us to be a bit like him, to live like him.

Ask the students to reflect on the following:

- I wonder how we can be like Jesus and help people. *(Smile when we see people, say hello to everyone in our class, be cheerful at home, share our things with others, invite others to join our games ... Affirm the students' answers.)*

Invite the students to turn to page 45 in their workbooks.

Tell the students: In the space provided draw two ways in which you can live like Jesus.

Invite the students to trace over the sentence in the 'Something to Remember' section on page 45.

Collect the workbooks.

PREPARATION

End

(10 minutes)

Gather the students around the prayer focus and prepare for prayer.

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

All: In the name of the Father ...

Catechist: Repeat after me:
Jesus, you always helped people in need.

Students: Jesus, you always helped people in need.

Catechist: Help us to find ways

Students: Help us to find ways

Catechist: of helping people we know

Students: of helping people we know

Catechist: by smiling and sharing,

Students: by smiling and sharing,

Catechist: by being kind and forgiving. Amen.

Students: by being kind and forgiving. Amen.

Dismiss the students as usual.

Appendix 18 – Images of Jesus



Caring for Others

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Jesus makes charity the *new commandment*. By loving his own 'to the end' (Jn 13: 1), he makes manifest the Father's love which he receives. By loving one another, the disciples imitate the love of Jesus which they themselves receive. Whence Jesus says: 'As the Father has loved me, so have I loved you; abide in my love.' And again: 'This is my commandment, that you love one another as I have loved you' (Jn 15: 9, 12) (CCC, n. 1823).

Throughout his life Jesus personified kindness. All the care and consideration he showed to the poor, the injured, the sinner, the sick and those on the outside of society came from his belief that all people are loved by God. His mission was to bring this love to all people, to share his kindness with others. As we share in Jesus' mission to the world through our baptism, we are all called to be kind to others just as Jesus showed kindness.

Student Focus

Students in Year 1 will understand kindness, care and love. This lesson continues from two lessons about Jesus' mission and how they can live and follow Jesus. This lesson becomes very practical. Remember that these students will not be able to feed the homeless or care for the sick as it is beyond their capacity and age.

Teaching Point

Jesus wants us to care for others.

Remembering Point

I can care for others.

PREPARATION

1. Prayer focus: a cloth, a candle and the Bible.
2. Workbooks.
3. A one-metre length of greaseproof paper on which to construct a story map (see Appendix 19c on page 91 for a sample story map).
4. Map of the Holy Land in the time of Jesus, Appendix 19a, page 89.
5. Make copies of the images for the story map (see Appendix 19b, page 90).
6. Blu Tack.

Beginning

(5 minutes)

Welcome the students as usual.

Invite the students to gather in the prayer space.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: The response is:
Our Father, you are in heaven. Hallowed be your name.

Students: Our Father, you are in heaven. Hallowed by your name.

Catechist: Your Kingdom come. Your will be done on earth as it is in heaven.

Students: Our Father, you are in heaven. Hallowed by your name.

Catechist: Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us.

Students: Our Father, you are in heaven. Hallowed by your name.

Catechist: And lead us not into temptation but deliver us from all evil.

Students: Our Father, you are in heaven. Hallowed by your name.

Middle

(30 minutes)

Gather the students around you at the front of the room.

Hand out the workbooks.

Invite the students to open their workbook at the map of the Holy Land on page 47. (See Appendix 19a on page 89.)

Tell the students: This is a map of the land where Jesus lived. We often call it the Holy Land because of Jesus. Today, this land is mainly in Israel, with parts of it in Jordan, Syria, Turkey and Egypt.

Identify for the students some of the towns associated with Jesus, especially the town of Capernaum, which Jesus had made his home and where he spent much time preaching and teaching.

Tell the students: Soon I'll be telling you a story about Jesus but first we need to learn a new word. The word is *centurion*. A centurion was the Roman officer in charge of 100 soldiers. There's a picture of a centurion on page 48.

Tell the students: I'll read the story from Matthew's Gospel and you can follow it in your workbooks on page 48.

(Paraphrased from Mt 8: 5–13)

One day Jesus was in the town of Capernaum. A centurion said to him, 'Lord, my servant is very sick.' Jesus said, 'I'll come and cure him.' But the centurion said, 'Lord, you don't need to come to my

house. You only need to say "be healed" and my servant will be healed. If I tell a soldier to go, he goes and if I tell another to come, he comes. So I know you have the authority to do this.'

Jesus said that he had never seen such faith before. Then Jesus said to the centurion, 'Go; let it done because of your faith.' The servant was healed at that moment.

Ask the students:

- Who are the main characters in the story? (*Jesus, centurion. As the students respond, list their answers on the whiteboard.*)
- Where did the story take place? (*Capernaum*)

Tell the students: We will now listen to the story again, and as we do we will make a map of what happens in the story.

Re-read the story line by line, stopping to gradually create a story map on the greaseproof paper. (*See Appendices 19b and c for images and a sample story map.*)

Invite different students to place the figures onto the story map. Write the description of the piece beside the picture.

Ask the students: What can we learn about Jesus from this story? (*Accept students' answers, add 'caring' if it's not given.*)

Invite the students to return to their places and work with the person sitting beside them.

Tell the students: Now work with your partner, sharing the ways you can care for the people in your lives, such as your brothers, sisters, parents, classmates and friends. When you have finished your sharing, draw yourself caring for others in the spaces titled, 'I can care for others' on page 49 in the workbook. Then, when you have completed that task, trace over the 'Something to Remember' phrase at the bottom of the page.

Invite three or four students to share one of the ways they can care for others.

Collect the workbooks.

End

(10 minutes)

Invite the students to sit around you at the front of the learning space.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Repeat after me:
Loving Jesus, help me to care for others.

Students: Loving Jesus, help me to care for others.

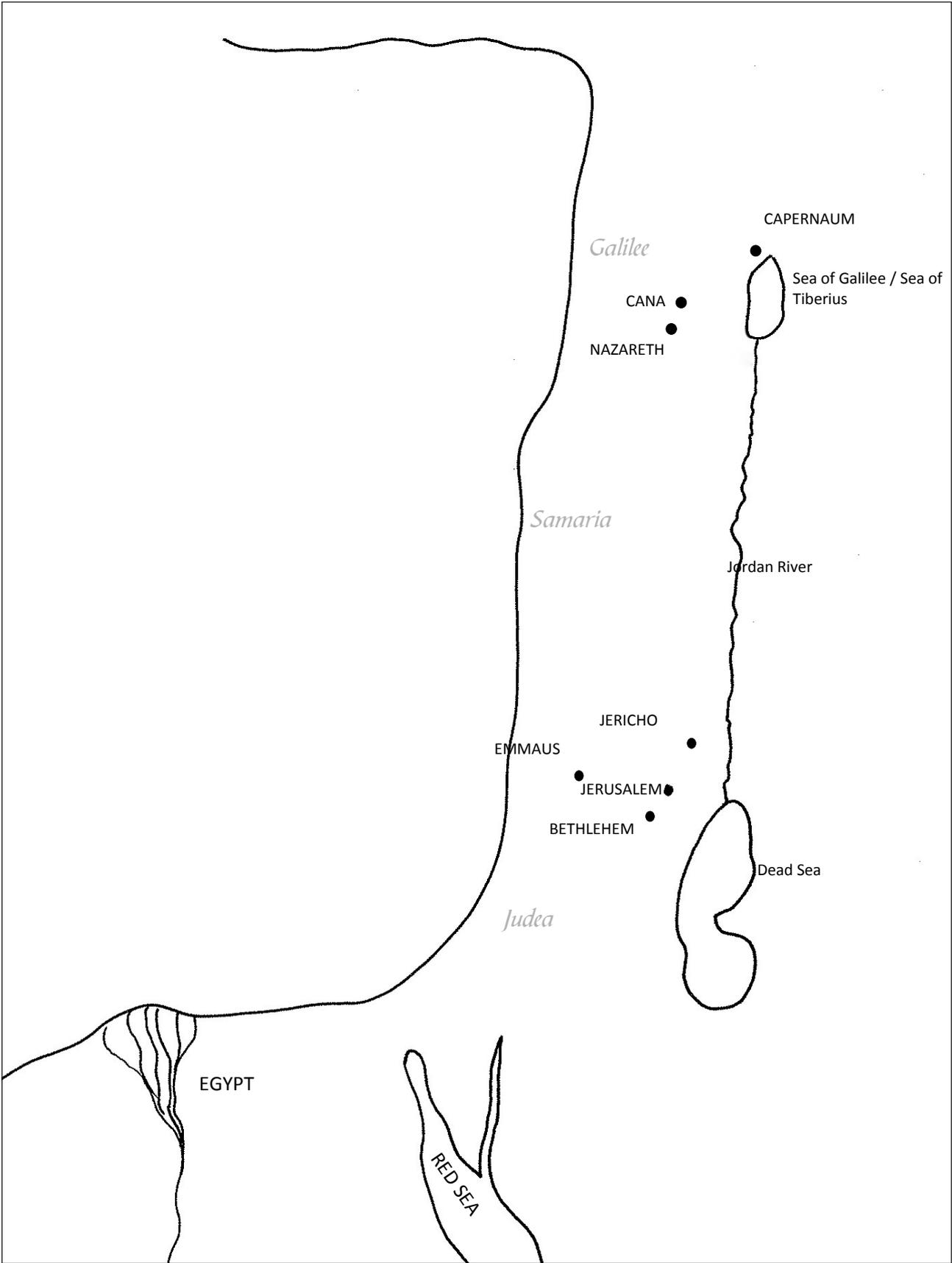
Catechist: Amen.

Students: Amen.

Dismiss the students as usual.

PREPARATION

Appendix 19a – A Map of the Holy Land at the time of Jesus



Appendix 19b – Images for the Story Map

Make enough copies for use in the story map. Cut out the images.



Centurion 1



Centurion 2



Jesus 1



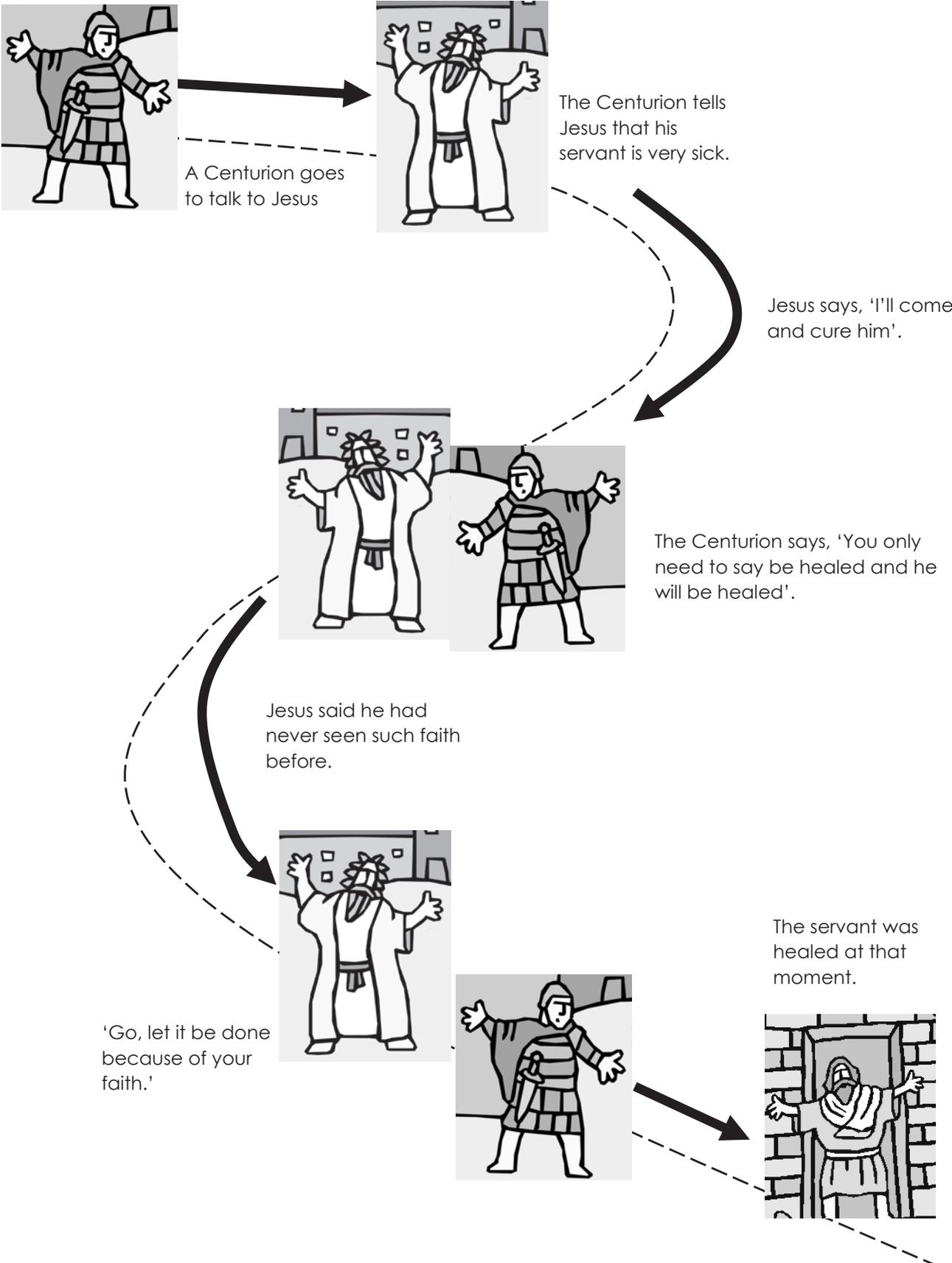
Jesus 2



Healed servant

Appendix 19c – Sample Story Map

Your story map could look like this.



Following Jesus

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Baptism gives us the grace of new birth in God the Father, through his Son, in the Holy Spirit. For those who bear God's Spirit are led to the Word, that is, to the Son, and the Son presents them to the Father, and the Father confers incorruptibility on them. And it is impossible to see God's Son without the Spirit, and no one can approach the Father without the Son, for the knowledge of the Father is the Son, and the knowledge of God's Son is obtained through the Holy Spirit (St Irenaeus) (CCC, n. 683).

Following Jesus is not an easy task. Through our baptism we enter into the family of God with the mission to continue what Jesus began. We are called to carry the Good News to all people. This is our daily task as Christians. The focus of our living reflects how we carry on the message of Jesus.

Student Focus

This lesson is not an easy concept for six or seven-year-olds to understand. They will have some sense of 'following' important people or sports stars, particularly if they have older siblings. The connection between following Jesus and Baptism is complex. Again, it is important to see this lesson as a foundation that can be kept simple and offer insight for the students to take up as they are able.

Teaching Point

Through baptism we can follow Jesus.

Remembering Point

I can follow Jesus.

PREPARATION

1. Prayer focus: a white cloth, a candle, a small bowl or jug of water, a photo of bestowing the lighted candle at Baptism, a Bible.
2. Workbooks.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Invite the students to get ready to pray by being still and quiet.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: As I light our candle, we are reminded that Jesus is with us as we pray.

Catechist: Repeat after me:
Loving God, when we were baptised

Students: Loving God, when we were baptised

Catechist: the priest gave us a lighted candle

Students: the priest gave us a lighted candle

Catechist: to remind us to follow Jesus.

Students: to remind us to follow Jesus.

Catechist: We promised, through our parents and godparents,

Students: We promised, through our parents and godparents,

Catechist: to follow Jesus.

Students: to follow Jesus.

Catechist: Help us, loving God,

Students: Help us, loving God,

Catechist: to find ways of following Jesus. Amen.

Students: to find ways of following Jesus. Amen.

Middle

(25 minutes)

Gather the students around you at the front of the learning space.

Hand out the workbooks.

Invite the students to turn to page 51 and look at the photo.

Ask the students:

- What do you think is happening in this photo? *(Accept the students' responses. If no one mentions baptism, tell the students that the father of the baby being baptised is lighting the candle from the paschal candle held by the priest.)*
- I wonder what it means to follow Jesus? *(Pray, say sorry, be kind, go to church ...)*

Tell the students: Yes, these are all ways in which we can follow Jesus. Sometimes, it is hard to follow Jesus.

Ask the students to reflect on the following:

- I wonder when it is hard to follow Jesus. *(When we're made fun of, called names, left out, when we miss out on things because of going to church.)*
- I wonder what we can do when it's hard to follow Jesus. *(Accept the students' answers and affirm them.)*

Tell the students: Jesus' friends, the disciples, found it very hard to follow Jesus, especially after he had died on the cross. You'll probably remember that last term we had a story about the Holy Spirit coming to help Jesus' friends after Jesus went back to his Father. Jesus promised his friends that the Holy Spirit would be their helper.

Tell the students: I'll read the story from the Acts of the Apostles and you can follow it in your workbooks on page 51.

(Adapted from Acts 2: 1–24)

The disciples were gathered together when they heard a strong wind rushing around the house. They looked at each other and saw what looked like flames above each other's heads. They all started to speak in languages that they hadn't spoken before. They were filled with the Holy Spirit – now they weren't afraid anymore. Peter had been so scared that he kept telling people that he didn't even know Jesus.

Lots of people in the town heard the sound of the wind. A big crowd had gathered outside the house where the disciples were. Now, Peter wasn't scared. He went out and told the people all about Jesus. From then on, Peter and the disciples went around telling everyone they met about Jesus.

Tell the students: The Holy Spirit helped the disciples to follow Jesus. When we were baptised, the priest poured water over our heads and said, 'I baptise you in the name of the Father, and of the Son, and of the Holy Spirit'. That's when we received the Holy Spirit, who comes to help us follow Jesus. We can always ask the Holy Spirit to come and help us.

Ask the students: What could you ask the Holy Spirit to help you with? *(Accept the students' answers.)*

Invite the students to return to their places and to open their workbooks at page 52.

Tell the students: In the candle shape, draw a picture of what you could ask the Holy Spirit to help you with.

Collect the workbooks.

PREPARATION

PREPARATION

End

(5 minutes)

Gather the students around the prayer focus to pray.

Catechist: Repeat after me:
Glory be to the Father,

Students: Glory be to the Father,

Catechist: and to the Son,

Students: and to the Son,

Catechist: and to the Holy Spirit. Amen.

Students: and to the Holy Spirit. Amen.

Dismiss the students as usual.

Appendix 20 – Photo of a Baptismal Candle



I Can Pray the Psalms

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Prayed and fulfilled in Christ, the Psalms are an essential and permanent element of the prayer of the Church. They are suitable for ... [all people] of every condition and time (CCC, n. 2597).

The Psalms are part of the Church's liturgy. Each day, those who pray the Prayer of the Church are united as they pray the Psalter (the 150 psalms across a four-week cycle). The Psalms offer an insight into the exuberant prayer of the people of the Hebrew Scriptures, the Old Testament. As people of faith we can join our prayer with the prayer of the psalmist and give thanks, praise, petition and ask for forgiveness from God.

Student Focus

This lesson helps the students appreciate the diversity of prayer forms. It also helps the students understand that the Psalms form an important part of the Church's prayer, and we can be a part of that prayer life when we pray the Psalms. Again, this is an exposure to a particular form of prayer common to our tradition. It is not expected that the students will have perfect recall of any one psalm. Helping the students in Year 1 to enjoy the prayers within our tradition is a significant part of this lesson.

Teaching Point

The Psalms are the prayer of the people of God.

Remembering Point

I can pray the Psalms.

Beginning

(5 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Tell the students: Today we're going to learn about the Psalms which are prayers found in the Bible. God's people have prayed the Psalms for thousands of years.

Catechist: We light the candle to remind us that Jesus is the light of the world.

Let us begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Our response today is:
Sing praise to God.

Students: Sing praise to God.

Catechist: Mountains and hills,

Students: Sing praise to God.

Catechist: Orchards and tall timber,

Students: Sing praise to God.

Catechist: Wild animals and cattle,

Students: Sing praise to God.

Catechist: Sun, moon and shining stars,

Students: Sing praise to God.

Catechist: Old people and children,

Students: Sing praise to God.

Catechist: Let's finish our prayer with the Sign of the Cross.

All: In the name of the Father ...

Middle

(45 minutes)

Invite the students to sit around you at the front of the learning space.

Hold up the Bible and **tell the students:** The Bible is a collection of books. One of them is the Book of Psalms. Psalms are poems, hymns and prayers. Our prayer today was adapted from one of the Psalms. The Jewish people have been praying the Psalms for thousands of years. We Catholics pray a psalm every day at Mass.

This is the beginning of Psalm 47:

Clap your hands, all you peoples;
shout to God with loud songs of joy.

PREPARATION

1. Prayer focus: a coloured cloth, a candle, a Bible opened at the Psalms.
2. Make a poster by joining together two sheets of A3 paper at the short end.
3. Write on the poster the beginning of the 'psalm' you and the students will compose (see Appendix 21 on page 101).
4. Felt pen for recording the 'psalm' the class composes.

PREPARATION

Invite the students to stand. Let's see how many ways we can clap.

- Clap up high
- Clap down low
- Clap with someone else's hand
- Clap using a hand and a body part.

Ask one student to clap, and **the next one** to clap differently.

Invite the students to form pairs and together say the following three times:

Clap your hands, all you peoples;
shout to God with loud songs of joy.

Invite each pair to make up their own clapping routine (*allow five minutes*).

After five minutes **invite each pair** to present their routines (*allow five minutes*).

Tell the students: You have been very creative in making your clapping routines. When you do and say this, you are praying.

Invite the students to sit on the floor around you.

Tell the students: Now we are going to write our own psalm. (*Place the poster in a place where the students can easily see it.*)

Point to the first line and read it, 'Great is our God who ...'

Invite the students to suggest ways of finishing the sentence by describing something God has done (*e.g. hears all our prayers, who created plants that we can eat ...*). (*Take one or two suggestions and ask the students to decide which one to use.*) **Write the agreed ending** at the end of the first line.

Point to the second line and read it, 'We rejoice and praise you for ...'

Invite the students to suggest ways of finishing the sentence by describing how God is good (*e.g. you are full of kindness, you help me to be strong ...*). (*Take one or two suggestions and ask the students to decide which one to use.*) **Write the agreed ending** at the end of the second line.

Point to the third line and read it, 'We take joy in ...'

Invite the students to suggest ways of finishing the sentence by describing something wonderful in their lives (*e.g. the loving parent, the clean water we drink ...*). (*Take one or two suggestions and ask the students to decide which one to use.*) Write the agreed ending at the end of the third line.

Point to the fourth line and read it, 'God, my helper and saviour, ...'

Invite the students to suggest ways of finishing the sentence by describing something we need (*e.g. keep me and my family healthy, and protect all animals and keep them safe*). **Write the agreed ending** at the end of the fourth line.

Tell the students: Let's read the psalm together. (*Point to each line and read it slowly with the students.*)

End

(5 minutes)

Invite the students to return to their place.

Hand out the workbooks.

Tell the students: Turn to page 54 and to the words that say, 'Something to Remember'. The words underneath the heading say: 'I can pray the Psalms'. With your pencil, trace over the words. When you have finished, fill in the missing letters in the words in the bible shape.

Take up the workbooks.

Invite the students to gather around the prayer focus.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Use one of the students' clapping patterns and say:
This is our response, listen carefully:

Clap your hands, all you peoples;
shout to God with loud songs of joy.

Catechist: Please join me in saying and clapping the response:

All: Clap your hands, all you peoples;
shout to God with loud songs of joy.

Catechist: Let's all read together the 'psalm' we wrote together. We'll read one line at a time and then say our clapping verse.

All: Great is our God who ...
Clap your hands, all you peoples;
shout to God with loud songs of joy.

All: We rejoice and praise you for ...
Clap your hands, all you peoples;
shout to God with loud songs of joy.

All: We take joy in ...
Clap your hands, all you peoples;
shout to God with loud songs of joy.

All: God my helper and saviour
Clap your hands, all you peoples;
shout to God with loud songs of joy.

All: In the name of the Father ...

Dismiss the students as usual.

PREPARATION

Appendix 21 – Poster for Writing the Psalm

Using these sentence starters, write four verses of a psalm with the students.

Great is our God who

We rejoice and praise you for

We take joy in

God, my helper and saviour,

The Parish Priest

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/doctrinal reference

The anointing of the Spirit seals the priest with an indelible, spiritual character that configures him to Christ the priest and enables him to act in the name of Christ the Head. As a co-worker of the order of bishops he is consecrated to preach the Gospel, to celebrate divine worship, especially the Eucharist from which his ministry draws its strength, and to be a shepherd of the faithful (CCCC, n. 328).

Priests are servant leaders of the Church. They are called from among the community of the Church to preach the gospel of Christ and to lead the people of God in the celebration of the sacraments. As well as presiding over the liturgical celebrations of the Church, priests lead, guide and animate the communities they serve.

Priests, ordained by the bishop, are also a sign of unity within the Church. While most priests are parish priests, there are also many who belong to religious orders who have different tasks in the Church. However, the main role of all priests is their sacramental role of offering praise and thanksgiving to God through the celebration of the Eucharist and building up the life of the Church through the other sacraments.

Student Focus

Many students in your class will not know the parish priest. Many will not know where he lives or what he does. Again, this lesson offers a foundation for all Year 1 students to understand and get to know their parish and the priest who serves the community.

Teaching Point

The priest leads the local community of faith.

Remembering Point

The priest is the leader of our parish.

PREPARATION

1. Prayer focus: a cloth, a candle and a Missal.
2. Practise the action song.
3. Workbooks.
4. Whiteboard or large sheet of paper.

Beginning

(5 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Catechist: Let's begin our prayer with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Our response is:
Lord, hear our prayer.

Students: Lord, hear our prayer.

Catechist: Lord God, help us to learn more about our priest,
Father _____ (Parish Priest's name). Lord, hear us.

Students: Lord, hear our prayer.

Catechist: Lord God, help Father _____ as he cares for us.
Lord, hear us.

Students: Lord, hear our prayer.

All: In the name of the Father ...

Gather the students around you at the front of the learning space.

Ask the students: What jobs would Father _____ (Parish Priest's name) have on his 'to do list'? *(The students may or may not be able to give you answers to this question. Accept what the students offer, answers such as: Father says Mass, baptises the babies, says prayers for us, visits sick people, prays with people in church.)*

Tell the students: The priest needs to look after the parish office, his home, his car. Catholic priests do not marry. He needs to cook and clean. He is in charge of the parish school along with the principal. The parish priest says Mass, prays, celebrates baptisms, weddings, First Communions, funerals. He teaches people about God at Mass, at meetings and at special occasions. We are some of those people and we are called to respond to the priest's leadership.

Middle

(30 minutes)

Ask the students:

- When Father _____ (Parish Priest's name) says Mass what should we do?
- When Father reminds us to pray, how can we pray?

Invite the students to return to their places.

Hand out the workbooks.

Invite the students to open their workbooks at page 55 and write the name of the parish priest in the space provided.

You will have to write it on the whiteboard or a large sheet of paper so that the students can copy it into their books.

Tell the students: Now go to the 'My Response' activity on page 56. In the space provided draw what you can do at Mass and how you can pray.

(Walk around the class as the students complete this activity, affirming them and giving assistance where required.)

Invite two or three students to share their drawing with the whole class.

Tell the students: When we do things like pay attention at Mass and say prayers, we are being good members of the Church community led by Father _____ (Parish Priest's name).

Invite the students to stand behind their chairs. Teach them the following action song (to the tune of 'If you're happy and you know it').

If you're part of the Church
Bless yourself *(action)*.
If you're part of the Church
Bless yourself *(action)*.
If you're part of the Church
Then you really ought to show it.
If you're part of the Church
Bless yourself *(action)*.

If you're part of the Church
Kneel and pray *(action)*.
If you're part of the Church
Kneel and pray *(action)*.
If you're part of the Church
Then you really ought to show it.
If you're part of the Church
Kneel and pray *(action)*.

Tell the students: When we sing this song and do the actions, we are also being good members of the Church community following Father _____'s (Parish Priest's name) leadership.

Collect the workbooks.

PREPARATION

PREPARATION

End*(5 minutes)***Gather the students** around the prayer focus for the final prayer.**Catechist:** Let's begin our prayer with the Sign of the Cross.**All:** In the name of the Father ...**Catechist:** The response is:
Lord, hear our prayer.**Students:** Lord, hear our prayer.**Catechist:** Lord God, help Father _____ (name of Parish Priest) to know what his people need. Lord, hear us.**Students:** Lord, hear our prayer.**Catechist:** Lord God, show us how we can help Father _____.
Lord, hear us.**Students:** Lord, hear our prayer.**Catechist:** Lord God, help Father _____ find happiness in leading us.
Lord, hear us.**Students:** Lord hear our prayer.**Catechist:** Let's finish with the Glory be.**All:** Glory be to the Father, and to the Son, and to the Holy Spirit. Amen.

Dismiss the students as usual.

Respect

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Respect for the human person considers the other 'another self'. It presupposes respect for the fundamental rights that flow from the dignity intrinsic of the person (CCC, n. 1944).

'Do unto others as you would have them do to you' is considered the Golden Rule and is upheld by all major religions. The essence of this 'rule' is the dignity of the person. As Christians we recognise God in the other person, and in recognising God we respond to the person as if we are encountering God directly. This is the ideal. So much of our interactions with each other requires mutual respect. It is a learned value that we reinforce whenever we greet another.

Student Focus

It is a good opportunity for this age group to begin learning this skill. These students do appreciate that there are right and wrong ways of speaking to, and treating, people. It is important to help them recognise that respect is something that everyone deserves and should always be shown.

Teaching Point

I respect others through my words and actions.

Remembering Point

I respect other people.

PREPARATION

1. Prayer focus: a cloth, a candle, a perfume bottle, a crucifix, and the Bible.
2. Workbooks.

Beginning

(5 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Invite the students to get ready to pray.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: The response is:
Our Father, you are in heaven. Hallowed be your name.

All: Our Father, you are in heaven. Hallowed be your name.

Catechist: Your Kingdom come. Your will be done on earth as it is in heaven.

Students: Our Father, you are in heaven. Hallowed be your name.

Catechist: Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us.

Students: Our Father, you are in heaven. Hallowed be your name.

Catechist: And lead us not into temptation but deliver us from all evil.

Students: Our Father, you are in heaven. Hallowed be your name.

Gather the students around you at the front of the learning space.

Middle

(25 minutes)

Tell the students: Our lesson today is about how we are called to respect others.

Ask the students to reflect on the following: I wonder what it means to respect others. *(Be nice, kind, do good things, treat others well, be friendly, think of others' feelings ...)*

Tell the students: Yes, respect is all these things. When we respect others we are showing them that they are made in God's image just like we are. Sometimes it is hard to respect others when they are cruel or unkind to us, but that is what Jesus wants us to try to do.

Invite the students to consider the following situation:

Lucas is telling everyone that his new toy racing car is better than the old scratched one that Jackson has. What could Lucas have said to be respectful of Jackson?

Ask three or four students what they think Lucas could have said.

Tell the students: Yes, there are many ways we can be respectful of others.

Invite the students to work in pairs at their tables.

Hand out the workbooks.

Invite the students to read aloud with you the story of Sophia and Aiden on page 57.

Sophia really wanted to play with the dinosaur puppet but Aiden was already playing with it. How can Sophia and Aiden be respectful of each other and still play with the dinosaur?

Tell the students: Talk to your partner about the question and record your answer in the space in your workbook. *(Walk around the class giving help where required.)*

Invite two or three pairs to tell the whole group how they thought Sophia and Aiden could be respectful of each other.

Tell the students: You have worked very hard to understand ways people can show respect to each other. It's not always easy to be respectful of each other. I'm going to tell you a story about Jesus and how he learned to respect his parents, Joseph and Mary. It's on page 57. You can read it aloud with me.

(Paraphrase of Lk 2: 41–52)

Every year, Joseph, Mary and Jesus would travel from Nazareth to Jerusalem to celebrate the Passover feast in the temple. When Jesus was 12 he went to the Temple as usual with Mary and Joseph. However, when everyone packed up for the trip back to Nazareth, Jesus stayed behind in Jerusalem without Mary and Joseph knowing.

His parents assumed that Jesus was somewhere in the group of travellers. That night, Mary and Joseph looked everywhere for Jesus but could not find him. They gathered their things and hurried back to Jerusalem to look for Jesus.

After three days, they finally found him in the Temple listening to, and asking questions of, the teachers. His parents were astonished. Mary said, 'We have been so worried about you – why did you do this?' Jesus told them that they should have known that he would be in the Temple, his Father's house.

Mary and Joseph didn't understand what Jesus meant. Then they took Jesus home to Nazareth. Jesus obeyed Joseph and Mary. He grew up to be a wise man and Mary treasured her memories of him.

Ask the students:

- Jesus stayed behind in the Temple without his parents knowing. I wonder what he could have done to respect his parents more. *(He could have told his parents he wanted to spend time with the teachers. Children of this age are well aware that parents want and need to know where they are at all times – they are too young to enter into discussion of Jesus' divine paternity, and it is not the purpose of the lesson.)*
- What did Jesus do after he went back to Nazareth with Joseph and Mary? *(Jesus obeyed his parents, came to realise that he owed respect to his parents, learned that obedience was a sign of respect, grew up, became wise.)*

PREPARATION

PREPARATION

Invite the students to turn to page 58 and to draw a picture that shows how they think Jesus showed respect to his parents.

(Walk around the class giving assistance as required – this is an open-ended question which invites and allows students to use their imagination and experience in response.)

Collect the workbooks.

Invite the students to gather around you at the front of the learning space.

Ask the students:

- To whom should we show respect? (parents, teachers, brothers, sisters, classmates ...)
- How can we be respectful of others? (Be kind, obey, consider their feelings, don't put myself first all the time, work out ways to share our things and our time, accept other peoples' ideas ...)

Tell the students: It's important that we respect everyone in our lives, even when it's hard.

End

(10 minutes)

Gather the students around the prayer focus and get ready to pray.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Repeat after me:
Lord God, Jesus' Father and our Father, too,

Students: Lord God, Jesus' Father and our Father, too,

Catechist: Jesus learnt to show respect

Students: Jesus learnt to show respect

Catechist: by obeying Mary and Joseph.

Students: by obeying Mary and Joseph.

Catechist: Help us to learn to be respectful of others too.

Students: Help us to learn to be respectful of others too.

Catechist: We make this prayer in Jesus' name. Amen.

Students: We make this prayer in Jesus' name. Amen.

Dismiss the students as usual.

Jesus

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

The whole of Christ's life was a continual teaching: his silences, his miracles, his gestures, his prayer, his love for people, his special affection for the little and the poor, his acceptance of the total sacrifice on the Cross for the redemption of the world, and his Resurrection are the actualization of his word and the fulfilment of Revelation (CT, n. 9) (CCC, n. 561).

Knowing about Jesus is the way we come to know God. Reading and reflecting on the stories Jesus told gives us insight into what God wants for us. The stories in the gospels tell us something about who Jesus is and what sort of person he was. Jesus is God's Son, a healer, concerned for the poor, and a champion of the downtrodden. We can come to know Jesus more fully and in doing so come to know God, by reading the stories about Jesus.

Student Focus

Year 1 students will have begun to know something about Jesus from previous lessons. They may be beginning to recognise the stories and the character of Jesus. This lesson will enhance their knowledge of who Jesus is and what he did while he was on earth.

Teaching Point

We come to know about Jesus from the stories in the Bible.

Remembering Point

I can know about Jesus from the stories in the Bible.

PREPARATION

1. Prayer focus: cloth, candle, the Bible, a copy of the picture of Jesus' baptism in Appendix 24c, page 115.
2. Workbooks.
3. Images of Jesus and John the Baptist could be used to tell the story. See Appendix 24a, page 114.
4. See Appendix 24b on page 114 for materials to be used to complete the picture of Jesus' baptism in the workbook, page 114.) You need to cut them out before the lesson.
5. Large sheet of paper to record students' answers.
6. Glue sticks, coloured felt tip pens or pencils.

Beginning

(7 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Tell the students: Today we're going to look at a story from the Bible about Jesus. Let's get ready for prayer by making ourselves still and quiet.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: God, our Father,

Students: God, our Father,

Catechists: Help us to pay attention

Students: Help us to pay attention

Catechist: in our lesson today.

Students: in our lesson today.

Catechist: Amen.

Students: Amen.

Invite the students to sit around you at the front.

Tell the students: Last week we had the story of the man who was robbed as he travelled along the road to Jerusalem.

Revisit the story by asking the students:

- What happened to the man who was travelling to Jerusalem?
(*Robbed, beaten, left for dead.*)
- Who was the only person who stopped to help him?
(*A Samaritan man.*)
- Why did Jesus tell this story? (*We need to love everyone, not just our friends.*)

Tell the students: Yes, this story shows us how Jesus wants us to love everyone, not just our friends. Jesus also wants us to forgive those who hurt us. Jesus always loves and forgives people and he wants us to be like him.

Middle

(30 minutes)

Tell the students: The story we're having today tells us some other things about Jesus. Let's listen carefully and see what we can discover about Jesus.

Tell the story of Jesus' baptism using the following text: (Lk 3: 21–22)

One day, John the Baptist, a relative of Jesus, began to invite people to say sorry for the wrong things they did. He baptised them by dunking them into the water of the river Jordan.

One day, Jesus came to the river and watched John baptising people. Then John baptised Jesus. While Jesus was praying, the heavens opened. The Holy Spirit came down on Jesus like a dove. Then Jesus heard a voice from heaven. It said, 'You are my beloved Son. I am very pleased with you.'

Ask the students:

- What did Jesus see when he went to the river Jordan?
(*John, lots of people.*)
- What did Jesus do after John had baptised him? (*Prayed.*)
- I wonder what Jesus said to God when he was praying.
(*Accept the students' answers.*)
- What did the voice from heaven (God) say to Jesus?
(*You are my beloved Son; I'm very pleased with you.*)

Tell the students: You have listened to the story very well. Now, I want you to think very carefully about this question.

- What do you think this story tells us about Jesus? (*Accept the students' answers. They may say things like: patient because he waited till everyone had been baptised; thoughtful, kind because he didn't push in; a person who prayed to God; he was God's Son; God loved him; God was very pleased with him ...*)

Record the students' answers as a list of words or very short phrases on the whiteboard or a large sheet of paper.

Hand out the workbooks.

Invite the students to return to their tables and have the workbook open at page 59.

Tell the students: In the space provided write two or three words from the list on the whiteboard that you think describe Jesus.

Hand out cut-out pictures of a dove and Jesus, and a glue stick to each student.

Tell the students: On page 60 glue the picture of Jesus on the inside of the square at the bottom. Then glue the dove in between the words 'my' and 'beloved'. (*Show them the one on the prayer focus.*) When you have finished pasting the pictures, colour in the words in the frame starting with 'You are ...'

Invite the students to turn to page 60 and read the 'Something to Remember' phrase with you.

Collect the workbooks.

PREPARATION

PREPARATION

End*(5 minutes)***Gather the students** around the prayer focus.**Invite the students** to get ready to pray.**Catechist:** Let us begin with the Sign of the Cross.**All:** In the name of the Father ...**Catechist:** The response is:
Our Father, you are in heaven. Hallowed be your name.**All:** Our Father, you are in heaven. Hallowed be your name.**Catechist:** Your Kingdom come. Your will be done on earth as it is
in heaven.**Students:** Our Father, you are in heaven. Hallowed be your name.**Catechist:** Give us this day our daily bread and forgive us our
trespasses as we forgive those who trespass against us.**Students:** Our Father, you are in heaven. Hallowed be your name.**Catechist:** And lead us not into temptation but deliver us from evil.**Students:** Our Father, you are in heaven. Hallowed be your name.**All:** In the name of the Father ...

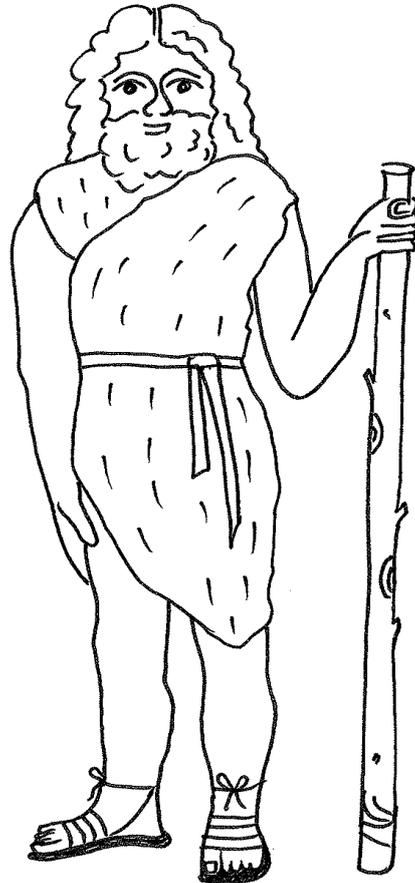
Dismiss the students as usual.

Appendix 24a – Images of Jesus and John the Baptist

Photocopy and laminate copies of these two pictures to help in the telling of the story.



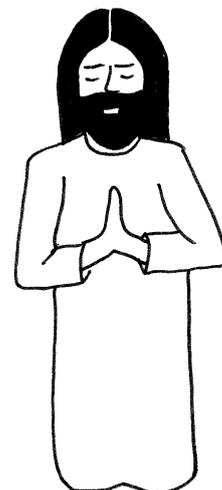
Jesus



John the Baptist

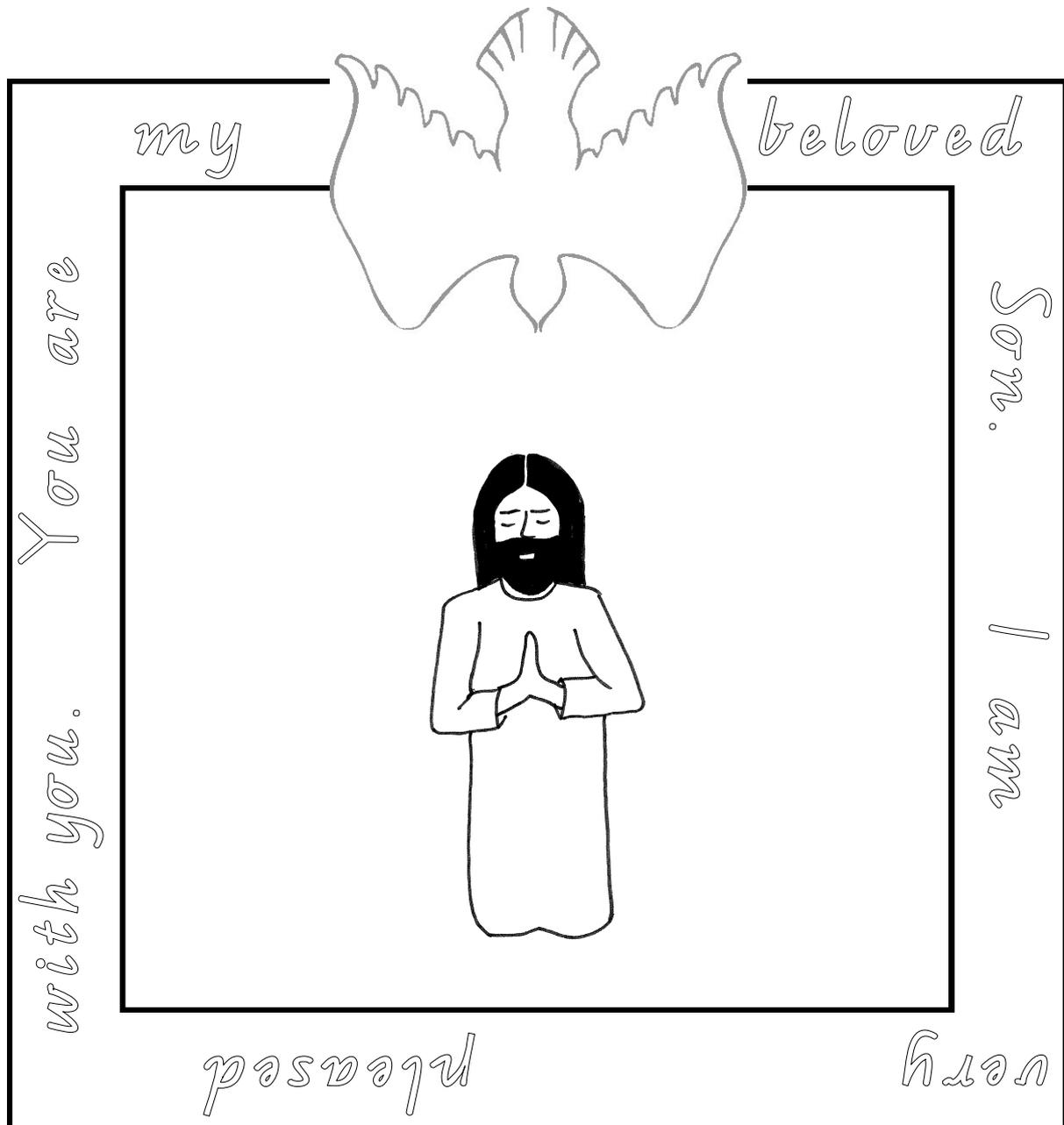
Appendix 24b – Materials to Complete Jesus' Baptism

Make enough copies of Jesus and the dove for each student to have one of each. Cut them out before the lesson.



Appendix 24c – Sample of Completed Picture of Jesus' Baptism

Photocopy and cut out the picture below. Laminate if possible and place on the prayer focus.



25

Sound and Silence

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Contemplative prayer is *hearing* the Word of God. Far from being passive, such attentiveness is the obedience of faith, the unconditional acceptance of a servant, and the loving commitment of a child. It participates in the 'Yes' of the Son become servant and the *Fiat* of God's lowly handmaid.

Contemplative prayer is *silence*, the 'symbol of the world to come' (cf. St Isaac of Nineveh) or 'silent love' (St John of the Cross). Words in this kind of prayer are not speeches; they are like kindling that feeds the fire of love. In this silence, unbearable to the 'outer' man, the Father speaks to us his incarnate Word, who suffered, died, and rose; in this silence the Spirit of adoption enables us to share in the prayer of Jesus (CCC, nn. 2716–2717).

As the *Catechism of the Catholic Church* identifies, contemplative prayer is about hearing the Word of God. It is about listening in silence, and hearing the voice of God within that silence. Being able to sit in silence, to 'hear' the silence around you, is central to a prayerful faith. Today's world fills the silence with noise: the gentle hum of the air-conditioning, the roar of the traffic, the voices on a crowded bus or train. Finding the space for silence isn't always easy. It is necessary, however, if we are to nourish our life in Christ and strengthen our relationship with God. Practising silence requires that we recognise the sounds. It is often impossible to be soundless. It is a very eerie experience to have a soundless environment. Our senses require that they are stimulated, our hearing needs sound. However, the silence or 'sound-less-ness' of the inner self is more profound than mere lack of noise. Inner silence requires choice and deliberation, it requires practice and patience, and it requires trust that what you will find in the silence can become one with God.

Student Focus

Students of this age will often have little silence in their life. It is important to assist the students to realise that silence is as important to our faith as are noise and words. Recognise that short bursts of time in silence will help the students develop the skill. Students of this age do not have a long attention span and silent time needs to be started slowly with a few seconds added each time.

Teaching Point

God speaks to us in sound and in silence.

Remembering Point

God speaks to me in sound and in silence.

NB Remind the students that next week's lesson will be in the church and parents can drop off and pick up the students from the church.

PREPARATION

1. Prayer focus: A candle, a cloth, a baby's rattle or another noise maker.
2. Workbooks.
3. A note to send home with the students reminding parents that the lesson next week will be conducted in the parish church. Remind the parents that drop-off and collection of the students will be from the church.
4. Check with the parish priest to see if he would like to conduct the 'tour' of the church next week. If not, he might like to drop in to the church to speak to the students.

Beginning

(10 minutes)

Welcome the students and ask them about their break from school.

Gather the students around the prayer focus.

Invite the students to pray as you light the candle.

Catechist: As I light this candle it reminds us that Jesus is with us to guide us.

Catechist: Let's begin our prayer with the Glory Be.

All: Glory be to the Father, and to the Son, and to the Holy Spirit. Amen.

Middle

(30 minutes)

Invite the students to gather around you at the front of the learning space.

Tell the students: Today we're going to talk about how God speaks to us in sound and in silence.

Ask the students to reflect on the following: I feel distressed when I hear a microphone squeal. I wonder what sound distresses you. *(Accept the students' answers.)*

Invite the students to stand and to sing with you the action song, *If You're Happy and You Know it.*

Invite the students to sit down.

Ask the students to reflect on the following: I feel happy when I hear the sound of my daughter's car in the driveway. I wonder what sound makes you feel happy. *(Mr Whippy ice-cream truck, Pepper Pig theme song on TV, the door bell ringing ... Accept the students' answers.)*

Tell the students: When I hear waves lapping on the shore I feel calm. Other sounds also make me feel calm, like birds chirping in the early morning.

Ask the students to reflect on the following:

- I wonder what sound makes you feel calm. *(Gentle rain, rustling leaves. Accept the students' answers.)*
- I wonder what sounds you find pleasant. *(Humming, singing, tapping. Accept the students' answers. Make a list of words and short phrases on the whiteboard or a large sheet of paper.)*

Invite some students to pick three or four sounds from those suggested.

Tell the students: We will now make these sounds together. *(Spend three minutes performing the sounds as a group, such as clapping and humming.)*

Tell the students: Yes, all these sounds can bring us happiness, peace and comfort, and are fun.

Invite the students to go to their places.

Hand out the workbooks and direct the students to open them at page 62.

Tell the students: In the 'My Favourite Sounds' space, write two or three sounds from the list on the whiteboard (or sheet of paper).

Invite the students to sit around you at the front of the learning space.

Tell the students: So far today we've been talking about sounds. Now, we're going to have a quiet time. First, let's make sure that we're in our own space where we're not too close to anyone else. Now, let's close our eyes and listen to the silence.

After 30 seconds, **ask the students** to reflect on the following: I wonder how you felt during our time of silence. *(Don't prompt the students. Rather, wait for their input. Take all responses.)*

Tell the students: Silence gives us space and time to think and to be open to thoughts from God.

Invite the students to return to their places and to turn to page 62 in their workbook.

Direct the students to the 'God speaks to me in sounds and silence' statement and invite them to trace over it with coloured pencils.

Tell the students: Put everything out of your hands and close your workbook. We will now have complete silence so that you can think about God and the sounds you like best.

Collect the workbooks.

End

(5 minutes)

Gather the students around the prayer focus. Tell the students we're going to make a 'sound' prayer. I'll say the prayer and make the sounds and I want you to join in the sound-making.

Catechist: The response is: We thank you, God.

Students: We thank you, God.

Catechist: Loving God, we thank you for the gift of hearing the sounds of footsteps *(Catechist and students tap their feet on the floor)*.

Students: We thank you, God.

Catechist: For the sound of wind in the branches *(All make a gentle whistling sound)*,

Students: We thank you, God.

Catechist: For the sound of gentle rain on the roof *(tap knees with the palms of your hands)*,

Students: We thank you, God.

Catechist: For the sound of birds in the morning *(tweeting sound)*,

Students: We thank you, God.

Hand out the note for the students to take home to their parents.

Remind the students to tell their parents that the following week's lesson will be in the church. Parents are to drop off and pick up the students from that location.

Dismiss the students as usual.

PREPARATION

26

Special Things in the Church

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

A church, [is] 'a house of prayer in which the Eucharist is celebrated and reserved, where the faithful assemble, and where is worshipped the presence of the Son of God, our Saviour...' (Jn 4: 24).

The altar of the New Covenant is the Lord's Cross, from which the sacraments of the Paschal mystery flow ... The altar is also the table of the Lord, to which the People of God are invited.

The tabernacle is to be situated 'in churches in a most worthy place with the greatest honour' (MF, n. 771). The dignity, placing, and security of the Eucharistic tabernacle should foster adoration before the Lord really present in the Blessed Sacrament of the altar.

The chair (cathedra) of the bishop or the priest 'should express his office of presiding over the assembly and of directing prayer (GIRM, n. 271).

The lectern (ambo): 'The dignity of the Word of God requires the church to have a suitable place for announcing his message so that the attention of the people may be easily directed to that place during the liturgy of the Word' (GIRM, n. 272).

The gathering of the People of God begins with Baptism; a church must have a place for the celebration of Baptism (baptistry) and for fostering remembrance of the baptismal promises (holy water font). (CCC, nn. 1181–1185).

The furniture in the church is designed to enhance the worship and prayer of anyone who enters the space to pray or shares in the liturgical celebrations. The items are not just functional, as in the chair for the priest, or the lectern that supports the lectionary; they also have a religious and symbolic significance. Parishioners know what enhances the ambiance of the church and makes it a prayerful space. Recognition of the importance of what is inside the church is the reason that so much time is invested in choosing the furnishings for the church carefully. The church is most definitely a 'house of prayer' and it is important to ensure that what is put inside enhances its sacredness.

Student Focus

Many of the students will not have been inside the church. They will certainly not know what the different pieces of furniture and items are or what they are used for. Again this is an opportunity to lay the foundation for understanding the deeper meaning of items such as the altar and the lectern. Students of this age will not be able to remember everything you show them. Helping them to know that in all Catholic churches they will find these things will take away any strangeness, to create a sense of being 'at home' in the house of God.

Teaching Point

Each church has special items to help the people celebrate and pray.

Remembering Point

Our church has special things to help us celebrate and pray.

Beginning

(10 minutes)

Welcome the students as usual.

Remind the students that they are in the church, which is a place for prayer.

Tell the students: Being inside the church requires that we are silent and quiet as we move around the church, and as we talk about the things that are here.

Gather the students in the foyer (narthex). Have the prayer focus set out in a place where it will not be knocked over.

Prepare the students for prayer by lighting the candle.

Catechist: When we light our prayer candle we are reminding ourselves that Jesus, the Christ, is the light of life, present in our world. Each time we light the candle we welcome Jesus into our lives.

Catechist: Let us pray the Sign of the Cross together.

All: In the name of the Father ...

Catechist: God, you want us to pray to you and celebrate your Word. We thank you for our church, full of beautiful things that make it a place where we can pray.

Help us to respect and care for all the things in your house of prayer.

We ask this through your Son, Jesus.

All: Amen.

(Blow out the candle before you leave the foyer to tour the church.)

Ask the students: Who has been inside this church before?

Tell the students: Today we will explore inside the church to find out what sorts of things are used by the priest and by the people. Every Catholic church has these things. They might be in different places, but they are all there.

Middle

(20 minutes)

Invite the students to sit in the back pews and look around the church.

Take the students on a tour of the church. Begin at the back and move forward down the aisle towards the sanctuary.

Gather the students around you as you stop at the sanctuary.

Invite the students to turn and look towards the back of the church.

Tell the students: This is the view of the church that the priest has when he is saying Mass. The seats you were sitting on have a special name: they are called pews. Each of you, find a seat on a pew on this side *(point to the pews in front of the lectern)*.

PREPARATION

1. Prayer focus: A candle, a cloth, a cross.
2. Workbooks.
3. You will need to have let parents know last week that this lesson is conducted in the church. The children can be dropped off at and collected from the church.

PREPARATION

Ask the students: Has anyone any idea what this (point to the lectern) might be used for? *(Some students might know, but if no one knows, that is fine.)*

Tell the students: This piece of the church furniture is called a lectern. A lectern is the place for the book of stories about Jesus, used during Mass. During Mass, one of the congregation will come up to the lectern and read from the special book. Every church has a lectern but they will look a little different.

Ask the students: Does anyone have any questions about the lectern?

Invite the students to move to the pews on the other side of the aisle.

Tell the students: This chair (*pointing to the priest's chair*) is important because it is for the person who conducts the Mass. You will remember that this person is the Parish Priest, Father _____ (priest's name). It's a special chair because it reminds us that the priest is the leader of our parish, who helps us come to know Jesus better.

This (*pointing to the altar*) looks very like a table. In fact, it is often called the table of the Lord. We know it as the altar.

Ask the students: Can anyone tell me what happens on this altar during Mass? *(Those who attend Mass might be able to say that the priest stands behind the altar and holds up the bread and wine. However, the students will not be able to identify the significance of the actions or use the adult terms. The students do not need to know the adult terms, but acknowledging the actions by the priest is important.)*

Tell the students: Yes, the priest uses the 'table of the Lord' to prepare the bread and wine to become Jesus for us during Mass.

Invite the students to gather round the altar and have a good look at how it is constructed, whether it is made of marble, stone or wood, and whether there are carvings in the stone or wood. The students might be able to identify the images.

Tell the students: The altar is very important to our celebrations. Whenever the priest celebrates Mass he makes the offerings to God on our behalf, here on this altar. You will often see the priest kiss the altar and bow towards it. This action recognises that the altar is special and holy.

On the altar you will usually see some *candles*, especially when the priest is celebrating Mass. These two candles remind us that Jesus is present with us just as we remind ourselves of the same thing when we light our prayer candle. The light from the candle tells us that Jesus Christ is our light, who will guide us throughout our lives.

Now look at the *crucifix*. This reminds us that Jesus died for us. Our Mass celebrates that Jesus died, and rose again. He also left us a great gift of himself in the bread and wine which are offered by the priest for us. Each time we look at the crucifix we remember what an amazing thing Jesus did for us, and how much he loves each one of us.

Invite the students to move to the place where the *tabernacle* is housed. If there are pews in front of the tabernacle, have the students sit down.

Ask the students: What might this (*point to the tabernacle*) be used for? *(Again the students may not know the use for the tabernacle. Allow the students to speculate, then tell them what it is used for.)*

Tell the students: This is called a tabernacle. That is a special word for this beautiful box, with doors at the front and a place to keep the blessed bread offered by the priest during Mass. We usually genuflect (*demonstrate how to genuflect*), which means go down on one knee, when we face the tabernacle, because we recognise that Jesus is present here in the same way he is present in the bread and wine during Mass.

Often people will sit here and pray quietly. It is a special place where we are close to God.

Sit quietly now and pray to Jesus in your hearts. You might like to close your eyes.

(Allow three minutes for the students to pray quietly.)

Invite the students to follow you to the baptismal font.

Gather the students around the font (if possible).

Ask the students: Think back to an earlier lesson we had this year. What is this (*point to the font*) used for? (*The students might remember from the earlier lesson that the font is for baptisms, but don't labour the point if they do not remember. Tell them.*)

Tell the students: This is the baptismal font used to baptise babies into the Catholic faith. Other parishes will have different fonts, often in different places. They are usually at the back of the church because it reminds us that we come into the church through baptism. Have a good look at the font and then we will go out into the foyer (narthex).

End

(10 minutes)

Gather the students around the prayer focus in the foyer.

Distribute the workbooks and invite the students to open their books at page 63 and the 'Fill the Gaps' activity.

Tell the students: Beside each picture in your workbook is the name for the item. Your task is to fill in the gaps so that you can see the name of the item found in the church. There is a list of names at the bottom to help you.

Move among the students to assist them to fill in the gaps. Collect the workbooks.

Invite the students to gather for prayer and light the candle.

Catechist: Let us make the Sign of the Cross.

All: In the name of the Father ...

Catechist: Close your eyes and sit quietly for a few moments.

Catechist: Jesus, you are with us always. Thank you for being with us in our parish church. Help us to remember that when we go to the church we have a quiet spot where we can sit and talk to you. Be with us, Jesus.

All: Amen.

Dismiss the students as usual.

PREPARATION

The Twelve Apostles

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Jesus is the Father's Emissary. From the beginning of his ministry, he 'called to him those whom he desired ... And he appointed twelve, whom also he named apostles, to be with him, and to be sent out to preach' (Mk 3: 13–14). From then on, they would also be his 'emissaries' (Greek *apostoloi*). In them, Christ continues his own mission: 'As the Father has sent me, even so I send you' (Jn 20: 21). The apostles' ministry is the continuation of his mission; Jesus said to the Twelve: 'He who receives you receives me' (Mt 10: 40) (CCC, n. 858).

Jesus knew that being human meant he could not continue his mission after he was gone without others to take up the work. Jesus called the Twelve from various walks of life. They were ordinary men, fishermen. Men who worked each day to feed their families. The number 12, like many other numbers in the Scriptures, has a special significance, reminding us of the 12 tribes of Israel. In appointing the 12, Jesus has instituted a new age, a 'new Israel'. Throughout his life, Jesus taught the apostles about his mission. He reminded them frequently to pray to the Father, to give to the poor and to seek and practise justice, particularly for the marginalised. Being one of Jesus' close friends came with its own problems. After Jesus' death it took some persuading to remind the apostles of their responsibility as friends of Jesus. 'Go,' says Jesus, 'make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you; and lo, I am with you always, to the close of the age' (Mt 28: 18).

Student Focus

The students will have heard of the 12 apostles throughout the stories of Jesus told during the year. It isn't important for them to remember the names of all of the apostles, but familiarity with the key figures – Peter, Andrew, James and John – is beneficial and foundational. Students of this age are very comfortable with having a number of close friends who play, work and spend time together.

Teaching Point

Jesus called the Twelve Apostles.

Remembering Point

Jesus had some special friends called the Twelve Apostles.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Invite the students to pray, and light the candle.

Catechist: As we light this candle we are reminded that Jesus Christ is the light for the world.

All: In the name of the Father ...

Catechist: Just like the apostles, we are also friends of Jesus.

Jesus expects us to listen carefully to his stories so that we might learn how to be good friends of Jesus and others.

Jesus wants us to continue his mission.

Jesus, help us to be attentive to your message, to listen to your stories and to continue your work with our friends and family.

Students: Amen.

Invite the students to go to their seats.

Tell the students: Today we will be looking at how Jesus chose 12 people to be his close friends.

Middle

(30 minutes)

Invite the students to join with the person beside them and imagine themselves starting up a new group to persuade everyone to keep the school grounds clean and tidy and free of rubbish.

Ask the students:

- Who would you want to join you?
- What would you want the people to be like?
- What characteristics would you want them to display?
- What would you expect these people to do for your new group?

Invite three students to share their answers.

Tell the students: This is similar to what Jesus set out to do. Jesus called people to be with him, to help him spread the message that God loves everyone. Jesus had lots of people follow him, but he knew he needed a few good friends to help him and to keep the group going. So Jesus selected 12 of those he had chosen to be closest to him and learn from him.

Let us listen to the story of when Jesus called the first four disciples who later became part of the group of 12 apostles.

Read the story (paraphrase of Mark 1: 16–20):

PREPARATION

1. Prayer focus: A cloth, a candle and the Bible.
2. Memorise the story of the 12 apostles rather than read the text. The text is in Appendix 27a, page 127.
3. Puppets for the story of Jesus appointing the 12 apostles. Use the templates in Appendix 27b, page 128.
4. Workbooks.

PREPARATION

One day Jesus was walking beside the Sea of Galilee looking at the fishermen in their boats, mending their nets. He looked up and saw two fishermen, Simon and his brother Andrew, cast their net out to sea. Jesus called out to them, 'Follow me and you can catch people.' Immediately, Simon and Andrew left their nets and followed Jesus. They all walked further along the sea shore where they came upon a family of fishermen. They were in their boats mending their nets. James and his brother John, their father, Zebedee, and their servants were all working hard. Jesus called out to James and John, 'come and join us', and again, immediately, they stopped what they were doing and followed Jesus.

Invite the students to reflect on the following:

- I wonder why Jesus chose fishermen.
- I wonder what made Simon choose to leave everything and follow Jesus.
- I wonder what they might have done next.

(Allow five minutes for these reflections. You might receive some answers immediately, but you may not. Either way is fine, simply affirm the answers. These types of questions offer students time to think about the story. Their answers may not come for a few days.)

Gather the students around you at the front of the learning space.

Tell the students: After Jesus had gathered quite a few people to follow him, he went around the cities and villages telling everyone about God. He told them that God loved them and wanted them to love God. Jesus realised that he needed to have some specific helpers to do the work for the people who needed help. Now we will listen and watch as I tell the story of Jesus selecting his 12 special friends, the apostles.

Using the puppets in Appendix 27b, page 128, tell the story of Mark 3: 13–14.

Jesus went up the mountain and invited those whom he wanted to be his close friends to go with him. They followed him up the mountain.

He sat down and he appointed the apostles: Simon, to whom he gave the name Peter, and James and John, the sons of Zebedee. Jesus also included Andrew, Philip, Bartholomew, Matthew, and Thomas and James the son of Alphaeus, Thaddaeus and Simon the Cananaean and Judas Iscariot. Jesus appointed these twelve to be with him and to be sent out to preach and to heal those who were in need.

Invite the students to reflect on the following:

- I wonder how the apostles felt when Jesus asked them to be his friends.
- I wonder what Jesus was going to teach them.
- I wonder what you would do if Jesus asked you to be his special friend.

(Again allow the students time to think and reflect. If you receive any answers then accept them without comment other than an affirmation.)

Invite the students to return to their seats.

Hand out the workbooks.

Tell the students: Turn to page 66 in your workbook and you will see the activity titled 'Jesus' friends, the apostles'.

We don't know what the apostles looked like, but over the years, many people have drawn how they think they looked. In the spaces provided for Peter, Andrew, James and John, draw what you think they would have looked like.

When you have finished, complete the word puzzle, 'Jesus' twelve friends, the apostles', to find the names of the other apostles chosen by Jesus to be his friends.

Circle the letter 'P' and then circle every second letter after that. Write the letters in the spaces on page 67. The letters will make up the names of the other friends of Jesus whom we call apostles.

Invite different students to share one of their answers for the names. Collect the workbooks.

End

(5 minutes)

Gather the students around the prayer focus. Light the candle and invite the students to pray. All: In the name of the Father ...

Catechist: Repeat after me:
Glory be to the Father,

Students: Glory be to the Father,

Catechist: And to the Son,

Students: And to the Son,

Catechist: And to the Holy Spirit,

Students: And to the Holy Spirit.

Catechist: As it was in the beginning,

Students: As it was in the beginning,

Catechist: Is now and ever shall be,

Students: is now and ever shall be,

Catechist: World without end. Amen.

Students: World without end. Amen.

Dismiss the students as usual.

PREPARATION

Appendix 27a – Story of Jesus Appointing the 12 Apostles

Learn this text off by heart. This makes the telling of the story more effective, especially when using puppets.

Mark 3: 13–14

Jesus went up the mountain and invited those whom he wanted to be his close friends to go with him.

They followed him up the mountain.

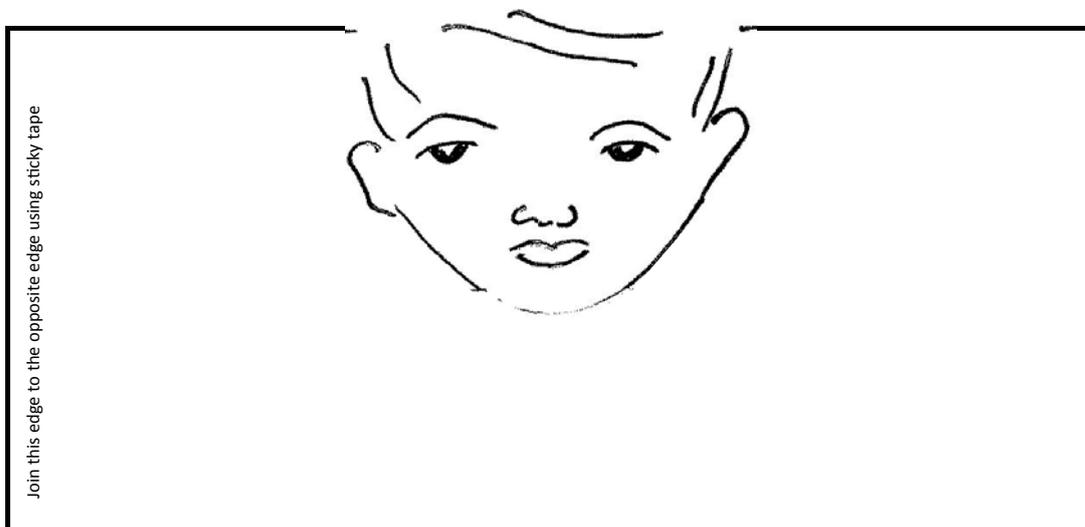
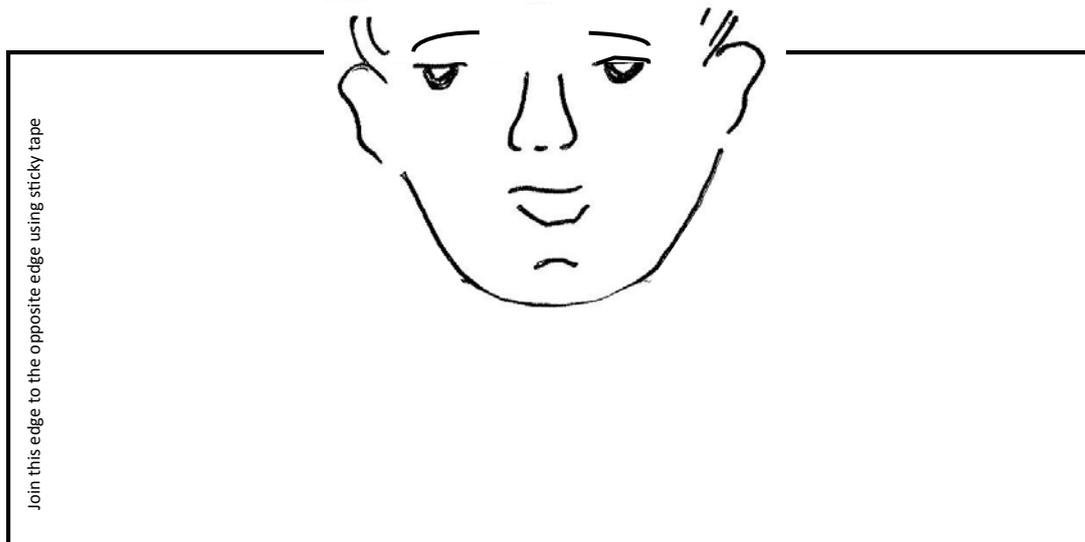
He sat down and he appointed the apostles: Simon, to whom he gave the name Peter, and James and John, the sons of Zebedee.

Jesus also included Andrew, Philip, Bartholomew, Matthew, and Thomas, and James the son of Alphaeus, Thaddaeus and Simon the Cananaean and Judas Iscariot.

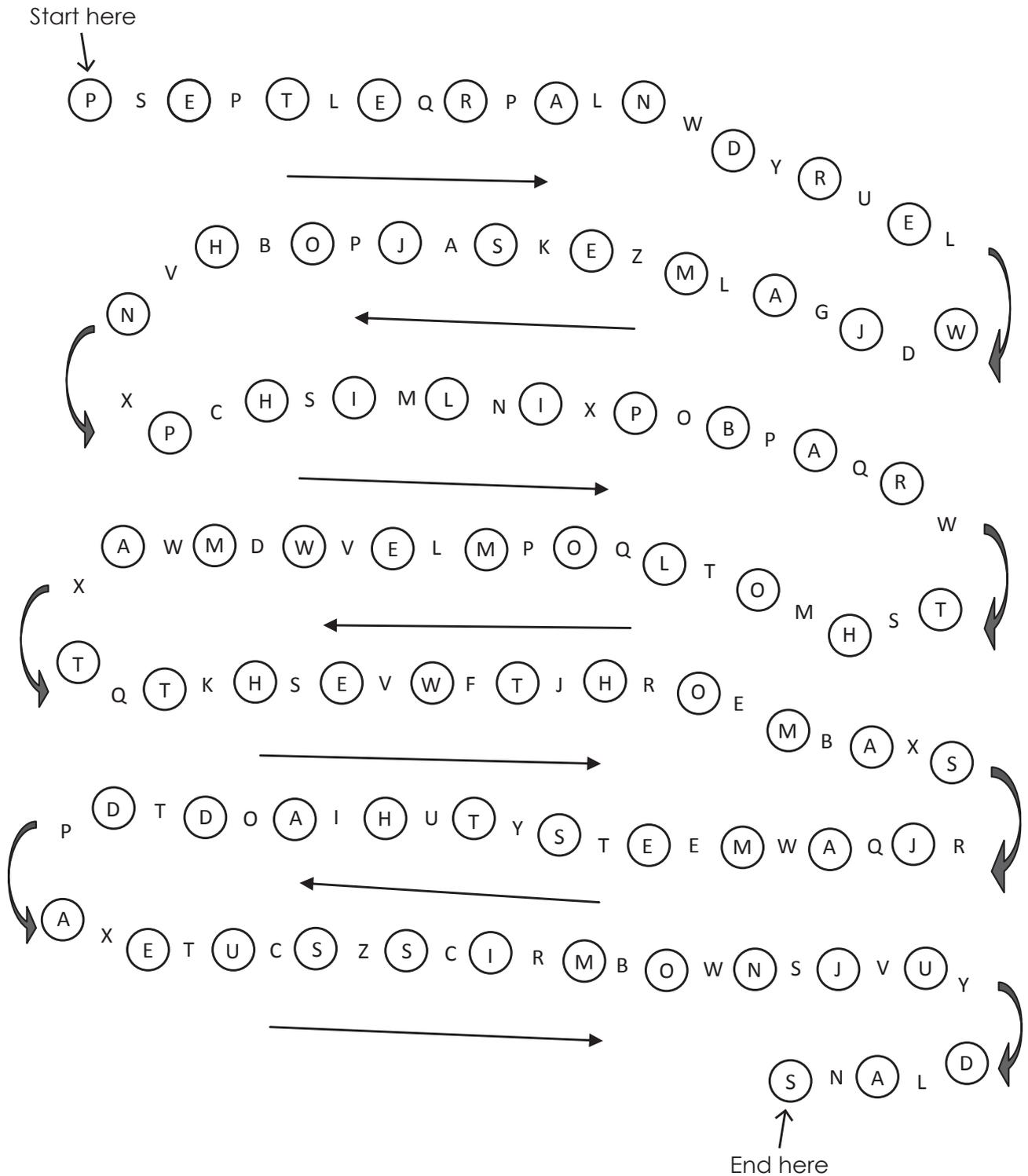
Jesus appointed these twelve to be with him and to be sent out to preach and to heal those who were in need.

Appendix 27b – Puppet Templates

Photocopy and cut out 13 puppets from the templates below. You will need to make multiple copies. Photocopy each character onto card. Cut out around the black line. Using sticky tape, stick the opposite ends together to make a tube. Decorate as you wish. Use with the story of Jesus appointing the 12 apostles.



Appendix 27c – The Answers for the Word Puzzle ‘Jesus’ Twelve Friends, the Apostles’.



PETER ANDREW JAMES JOHN PHILIP BARTHOLOMEW MATTHEW THOMAS JAMES THADDAEUS SIMON JUDAS

28

I Can Love Others

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

When someone asks him, 'Which commandment in the Law is the greatest?' Jesus replies: 'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the greatest and first commandment. And a second is like it: You shall love your neighbour as yourself' (CCC, n. 2055).

Sometimes Jesus is relegated even by adults to a fantasy world where he does marvellous deeds or tells quirky stories and lives a kind of life that can seem far removed from ours. It is easy to lose sight of the fact that he was one of us. He walked our earth, he looked up and saw the sun and moon in the sky just as we do. More importantly he saw the sadness and lovelessness and pain that can spoil so many lives. He not only saw it but addressed it and overcame it, teaching all he encountered of the love of God and the role of love for

others as the way to genuine happiness. The especially good news is that the life of Jesus is not a fairy tale – it is real.

Student Focus

The life experience of six or seven-year-olds is short, but they are familiar with their family and circle of friends. It is their knowledge of how they love their family and friends that provides a context for them understanding how they can extend this 'love' beyond themselves to those less fortunate, lonely and unloved. This, of course, has to be tempered with the recognition that they are very young children who should not be communicating with anyone without their parents' permission.

Teaching Point

Jesus taught us how to love others.

Remembering Point

Jesus taught me to love others.

PREPARATION

1. Prayer focus: a coloured cloth, a candle, a Bible.
2. Workbooks.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Invite the students to prepare to pray.

Catechist: Let us make the Sign of the Cross together.

All: In the name of the Father ...

Catechist: The response is:
Hail Mary, full of grace. The Lord is with you.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Blessed are you among women.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Blessed is the fruit of your womb, Jesus.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Holy Mary, Mother of God, pray for us sinners.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Now and at the hour of our death.

Students: Hail Mary, full of grace. The Lord is with you.

Middle

(30 minutes)

Gather the students around you at the front of the room.

Hand out the workbooks.

Tell the students: One day when Jesus had been teaching the people about loving their neighbour a man asked: 'Who is my neighbour?' Jesus told a story to answer him. Let's listen to it. You can follow the story in your workbook on page 69.

Read the story (Lk 10: 25–37, adapted from the paraphrase in KWL Level 2b, pp. 152–155):

A man was going along a road when he was attacked by robbers. They bashed him until he was half dead and left him on the road.

Later a priest came along. He saw the wounded man but hurried past. Then a Levite (a man who helped in the Temple) came along. He too saw the wounded man but hurried past.

Then a Samaritan (a man from a different country) came down the road. He saw the wounded man and felt sorry for him. He cleaned his injuries with oil and wine. He bandaged him, put him on his own donkey and took him to an inn to take care of him.

The next day, he gave the innkeeper some money saying, 'Take care of this wounded man. If you spend more than this, I'll repay you when I come back.'

Then Jesus asked, 'Which of the three was a neighbour to the man robbed and beaten by robbers?' They said, 'The one who looked after him.'

Ask the students:

- Who are the people in Jesus' story? *(The man who was robbed, robbers, the priest, the Levite, the Samaritan, the innkeeper.)*
- Of the three people who came along the road, who was a good neighbour to the wounded man? *(The man who helped him, the Samaritan – don't be worried if the children can't remember the word Samaritan; they will learn it as they grow older.)*
- How did the Samaritan show he was a neighbour to the wounded man? *(This is an open-ended question with no specific answer. Accept all the answers that are appropriate to the question.)*

Ask the students to reflect on the following:

- I wonder who my neighbour is and how I am a neighbour? *(This is an open-ended question, therefore there are many possible answers, e.g. the lady next door, my brother, someone who hurts me, the new student in my class. Accept the students' answers and affirm them.)*

On the whiteboard or large sheet of paper, **make a list** of the students' responses using words and short phrases.

Invite the students to return to their places and open their workbooks at page 69.

Tell the students: You have been thinking about who your neighbour is and how you show you are a neighbour. In the 'I am a neighbour' space draw how you are a neighbour.

Invite three or four students to share how they are a neighbour in their love for others.

Tell the students: Our neighbour can be family members or other students at schools or people we play with. Whenever we go out of our way to be kind, caring or loving to them we are being a neighbour – we are doing as Jesus taught us.

On page 70 in your workbook you will see a 'Find the Word' puzzle. Colour in each capital letter and write it down in the space provided in the sentence below the puzzle.

Invite the students to read the sentence with you when they have finished the puzzle.

Collect the workbooks.

PREPARATION

PREPARATION

End*(10 minutes)*

Gather the students around the prayer focus. Thank them for the way they have contributed to the lesson.

Invite the students to get ready for prayer.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Repeat the prayer after me. Holy Spirit of God, Jesus told us a story about being a good neighbour.

Students: Holy Spirit of God, Jesus told us a story about being a good neighbour.

Catechist: Sometimes it's hard to be a good neighbour.

Students: Sometimes it's hard to be a good neighbour.

Catechist: Holy Spirit, help us to be a good neighbour.

Students: Holy Spirit, help us to be a good neighbour.

Catechist: Let's pray the Glory be together:

All: Glory be to the Father, and to the Son,
and to the Holy Spirit.

Amen.

Dismiss the students as usual.

Appendix 28 – Word Puzzle Answers

The answer to the word puzzle:

Jesus wants me to love
others and be a good
N E I G H B O U R.

Telling the Truth

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Charity and respect for the truth should dictate the response to every request for information or communication. The good and safety of others, respect for privacy, and the common good are sufficient reasons for being silent about what ought not be known or for making use of a discreet language. The duty to avoid scandal often commands strict discretion. No one is bound to reveal the truth to someone who does not have the right to know it (CCC, n. 2489).

Clearly, each encounter we have with another person requires our careful consideration. Do I tell the truth? We are challenged to consider the other, do they need to know or do they have a right to know? Discernment is required. For some, there is an expectation that we must tell all; that there is no situation where silence is the better choice. A relationship does not fare any better, necessarily, where one member tells the truth regardless of the impact on the other. Respect for the other, for the privacy of others and for the 'common good' are criteria that must be considered and applied before we 'tell the truth'. Maybe we will find that silence is the better option.

Student Focus

Year 1 students do know what is right or wrong. What is important in this lesson is that the students begin to look at situations carefully to discern how to respond to any given situation. It is important to affirm that we don't tell lies, but we need to say that we are quite within our rights not to say anything if we don't feel that the truth is in everyone's best interest.

Teaching Point

Jesus wants us to tell the truth.

Remembering Point

Jesus wants me to tell the truth.

Beginning

(10 minutes)

Welcome the students as usual.

Gather the students around the prayer focus and get ready to pray.

Catechist: Let's begin our prayer with the Sign of the Cross.

All: In the name of the Father ...

Catechist: We light the candle to remind us that Jesus is the light showing us the way to the Father.

Repeat after me: Heavenly Father,

Students: Heavenly Father,

Catechist: you sent Jesus to show us the way

Students: you sent Jesus to show us the way

Catechist: to live good lives.

Students: to live good lives.

Catechist: Help us to listen and to learn.

Students: Help us to listen and to learn.

Catechist: Amen.

Students: Amen.

Gather the students around you at the front of the learning space.

Ask the students to decide if the following statements are true or false.

- Today you will fly to America to meet Queen Elizabeth.
- Last night you went to bed at school.
- Tomorrow you will go to school.
- Yesterday you went to school in a hot air balloon.
- Last week you visited my grandparents.
- Next week we will have school holidays.

Tell the students: Jesus wants us to be honest and tell the truth.

Hand out the workbooks.

Tell the students: Turn to page 72 and the story 'Zacchaeus meets Jesus'. Today we're going to read about Jesus and Zacchaeus. Read along with me.

PREPARATION

1. Prayer focus: a multi-coloured cloth, a candle, a Bible
2. Workbooks.
3. A4 sheets of paper with a single sentence from the story written on each one. (See Appendix 29, page 139.)

PREPARATION

Middle*(30 minutes)***Read the story** (paraphrase of Lk 19: 1–10):

One day, lots of people in Jericho heard that Jesus was going to pass through their town. So they gathered along the sides of the road so that they could see him. One of the people wanting to see Jesus was a rich man called Zacchaeus. He was the man in charge of collecting money called taxes from the people.

Zacchaeus was very short and he knew he wouldn't be able to see because of the crowd. So, Zacchaeus decided to climb a tree so that he would be high enough to see Jesus.

When Jesus got to the tree that Zacchaeus was in, he stopped and looked up at him, and said, 'Zacchaeus, hurry and come down because I want to stay at your house today.'

When the people heard this, they were very unhappy. They thought that Jesus shouldn't go to the house of anyone who was dishonest.

Zacchaeus stood in front of Jesus and said, 'I will give money to the poor and if I have cheated anyone, I will pay it back.'

Jesus was very pleased with Zacchaeus.

Ask the students to reflect on and respond to the following:

- What work did Zacchaeus do? (*collected money called taxes*)
- How did Zacchaeus solve his problem of being too short to see Jesus over the heads of the crowd? (*climbed a tree*)
- What did Jesus say when he saw Zacchaeus in the tree? (*hurry and come down, I want to stay at your house*)
- I wonder how you would have felt if you were in the crowd. (*Accept the students' answers as this is an opened-ended question.*)
- What did Zacchaeus do when he heard the people complaining about him? (*Say he would give money to the poor, pay back anyone he had cheated.*)
- I wonder what Jesus would have done when he heard Zacchaeus' plan. (*Accept the students' answers as this is an opened-ended question.*)

Tell the students: Some tax collectors at the time of Jesus took more money than they needed to in order to meet the demands of the Romans. So Zacchaeus might have also done the same. Zacchaeus, however, didn't try to make excuses for being rich. He was honest when he heard people grumble. He knew he could have cheated some people.

Divide the class into six groups and give each group one sheet of A4 paper on which a sentence from the story has been written.

Tell the students: Read the sentence together, and then decide how you might illustrate the page.

Gather the students with their paper around you at the front.

Invite one student from each group to stand across the front of the room and hold the page under their chins so that everyone can see it.

Tell the students: Now we are to decide in what order these pages should be arranged, who can tell me which page should go first?

(Allow three to five minutes to arrange the story.)

Invite the group to read the story together, from beginning to end.

(You could take up the pages and place them in plastic pockets and make a book of the story.)

End

(10 minutes)

Invite the students to return to their places.

Tell the students: Turn to page 72 and trace over the 'Something to Remember' sentence.

Collect the workbooks.

Invite the students to prepare for prayer by being still.

Catechist: Close your eyes ... *(Pause)*

Imagine Jesus is coming along but you can't see him. ...
(Pause)

Imagine you climb up a tree. ... *(Pause)*

You see Jesus coming toward you. ... *(Pause)*

Jesus stops to talk to you. ... *(Pause)*

What does Jesus say to you? ... *(Pause)*

What do you say to Jesus? ... *(Pause)*

Catechist: Let's finish with the Sign of the Cross.

All: In the name of the Father ...

Dismiss the students as usual.

PREPARATION

Appendix 29 – Sentences

Write each of the following sentences at the top or the bottom of separate sheets of A4 paper. One of these sheets will be given to each group to read and to illustrate. See below for a sample page.

Zacchaeus collected money called taxes and was rich.

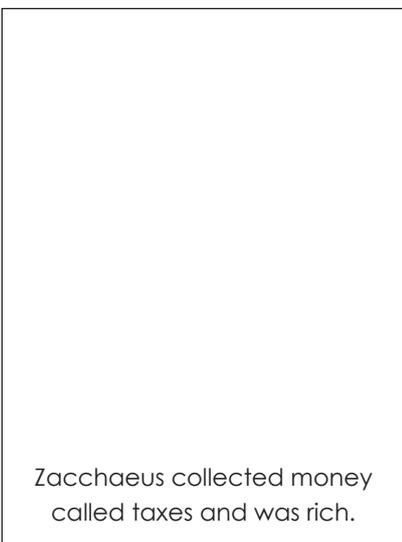
Zacchaeus climbed a tree so that he would be high enough to see Jesus as he passed by.

Jesus said, 'Hurry down, Zacchaeus. I want to stay at your house today.'

The people grumbled and were unhappy that Jesus was going to Zacchaeus' house.

Zacchaeus told Jesus he would give money to the poor and he would pay back anyone.

Jesus was pleased with Zacchaeus.



Moses

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

God calls Moses from the midst of a bush that burns without being consumed: 'I am the God of your father, the God of Abraham, the God of Isaac, and the God of Jacob' (Ex 3: 6). God is the God of the fathers, the One who had called and guided the patriarchs in their wanderings. He is the faithful and compassionate God who remembers them and his promises; he comes to free their descendants from slavery. He is the God who, from beyond space and time, can do this and wills to do it, the God who will put his almighty power to work for this plan (CCC, n. 205).

The story of Moses is a story of the continued covenant promise made between God and the Hebrew people. The story of Moses presents both the faithfulness and the compassion of God. Moses is identified as part of the chosen family. God recognises Moses as the descendant of Abraham, Isaac and Jacob. As Moses grew, he experienced a life of comfort, being cared for in the Pharaoh's household. It was the unusual circumstance of the burning bush that challenged him to do more for his people, the Hebrews. It wasn't an easy decision for Moses to make, and when he made it, Moses didn't always find it easy to do what God asked of him. Moses did persevere, however, and despite many problems on his journey with the Hebrew people to the promised land, continued to guide them and convey God's message to them.

Student Focus

Students of this age will know a few stories from the Old Testament. The story of Moses captures the tale of a significant member of God's chosen people. This lesson simply captures the beginning of Moses' life. The students do not need to hear the whole of Moses' life as it is long and theologically complex. Again, this is a foundational story.

Teaching Point

The stories in the Bible tell us about God's family.

Remembering Point

Moses was an important member of God's family.

PREPARATION

1. Prayer focus: a multi-coloured cloth, a candle, Moses' basket (see Appendix 30a, page 144).
2. Workbooks.
3. Read the story of Moses and practise saying it by heart (see below left).
4. Make enough flashcards for each student to have one of each and make an extra set for yourself. E.g.

HOORAY

OH NO
5. Sticky-tape your set of flashcards to two rulers. You will hold up the appropriate card as you tell the story.
6. Coloured pencils.
7. Stapler and staples.
8. Enough paper plates for two per student and two for yourself. Cut a quarter out of each (see Appendix 30a, page 144).
9. Before the lesson, staple together the cut-out quarters (see Appendix 30a, page 144).
10. Enough cut-out figures of baby Moses for one per student and one for yourself (see Appendix 30b, page 145).

Beginning

(10 minutes)

Welcome the students as usual.

Gather the children around the prayer focus.

Invite the students to get ready to pray.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: The response is:
Hail Mary, full of grace. The Lord is with you.

Student: Hail Mary, full of grace. The Lord is with you.

Catechist: Blessed are you among women.

Student: Hail Mary, full of grace. The Lord is with you.

Catechist: Blessed is the fruit of your womb, Jesus.

Student: Hail Mary, full of grace. The Lord is with you.

Catechist: Holy Mary Mother of God, pray for us sinners.

Student: Hail Mary, full of grace. The Lord is with you.

Catechist: Now and at the hour of our death.

Student: Hail Mary, full of grace. The Lord is with you.

Middle

(25 minutes)

Invite the students to sit around you at the front of the learning space.

Distribute a set of flashcards to each student.

Tell the students: These flashcards are to be placed on the floor in front of you. Now as I hold each one up, read it with me.

Hold up each card in turn and encourage the students to read it with you.

Tell the students: We will use these cards and say the words on them during our story. (*Practise holding up and reading the cards a few times.*)

Tell the story (adapted from Ex 2: 1–10):

A man and a woman married. (*Hooray!*)

She had a baby boy. (*Hooray!*)

In the land where they lived the pharaoh (king) commanded that all baby boys would be thrown into the river Nile and drowned. (*Oh no!*)

So his mother hid the baby boy. (*Hooray!*)

Soon he grew too big to hide. (*Oh no!*)

Therefore, his mother made a basket for him, and made it waterproof. *(Hooray!)*

She put the boy in it and placed it among the reeds on the side of the river. *(Oh no!)*

His sister stood to watch what would happen. *(Hooray!)*

Along came the pharaoh's daughter. She found the basket. *(Hooray!)*

Inside the baby was crying. *(Oh no!)*

His sister ran forward. *(Hooray!)*

She asked, 'Shall I get the baby some milk?' The pharaoh's daughter said, 'Yes.' *(Hooray!)*

The sister brought her mother, who fed the baby. *(Hooray!)*

The pharaoh's daughter paid the baby's mother to look after the baby until he was able to feed himself. *(Hooray!)*

The baby's mother took the little boy to pharaoh's daughter to live with her. *(Hooray!)*

The pharaoh's daughter adopted the little boy and called him Moses. *(Hooray!)*

(You may like to repeat the story a couple of times and the students can hold up and say the words.)

142

Hold up the Bible and **tell the students:** This is a Bible, which is a collection of stories of God's family. This story is about one of the really important people in God's family – Moses. When Moses grew up he had a special relationship with God – he was one of God's friends. God picked him to lead the Jewish people. Through Moses God gave us the 10 commandments. So we can say that Moses was a law-giver. Jesus was a law-giver too. He gave us two new commandments – to love God and to love one another.

Invite the students to return to their places.

Hand to each student two paper plates which have had a quarter slice cut out from each.

Tell the students: Decorate the outside of this paper plate to look like a basket with a woven pattern.

Distribute a precut baby Moses for each student.

Invite the students to colour it.

(While the students are colouring in, place the plates inside to inside, line them up and staple them together leaving a space to insert the base.)

Distribute a base to each student.

Invite the students to place the basket on the stand and to insert baby Moses into the basket.

PREPARATION

PREPARATION

Demonstrate both of these tasks. Insert the point of the base into the space between the two plates at the bottom of the basket then insert baby Moses.

Tell the students: Moses grew up to have a special relationship with God. God chose him to lead his people and to teach them his rules for living.

Hand out the workbooks.

Invite the students to turn to the 'Fill the Gap' activity on page 74 and to complete the exercise.

Tell the students: When you have finished the 'Fill the Gap' activity, trace over the sentence in the 'Something to Remember' space.

Collect the workbooks.

End

(5 minutes)

Invite the students to gather around the prayer focus and to place their baskets on and around the prayer focus.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Repeat after me:
God, our Father,

Students: God, our Father,

Catechist: Moses was your special friend.

Students: Moses was your special friend.

Catechist: Help me to be your friend, too.

Students: Help me to be your friend, too.

Catechist: Let's say the Glory Be.

All: Glory be to the Father, and to the Son,
and to the Holy Spirit. Amen.

Dismiss the students as usual.

Appendix 30a – Moses' Basket Template

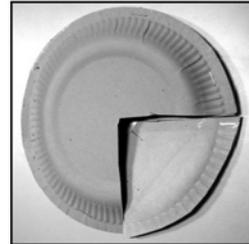
You will need:

- Two paper plates per student
- The template of baby Moses cut out – enough for one per student (see Appendix 30b on page 145).
- Stapler
- Coloured pens or pencils

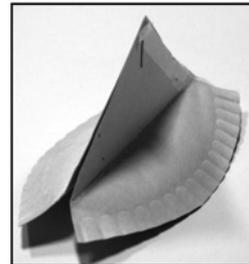
Method

Before the lesson:

Cut a quarter from each pair of paper plates.

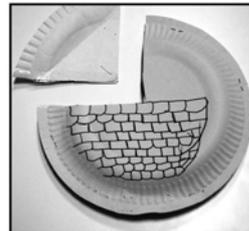


Staple the points of the cut-out quarters together and fold the rim of the quarter of the plates outwards as per the photo. This will form the stand.

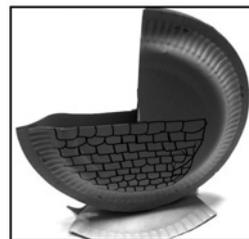


During the lesson:

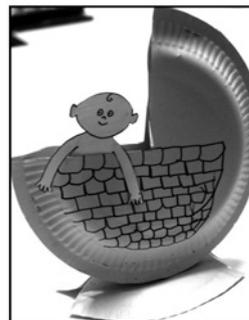
Have students decorate the plates to suggest a woven basket.



Staple the paper plates together, right sides facing, leaving the bottom open to insert base.



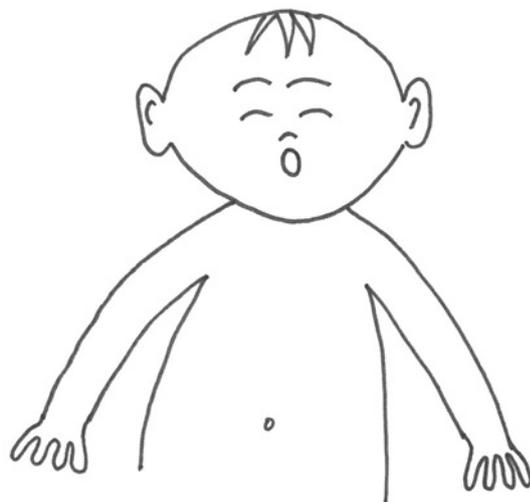
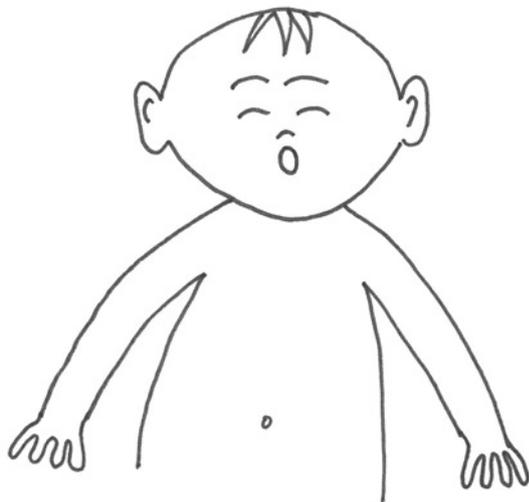
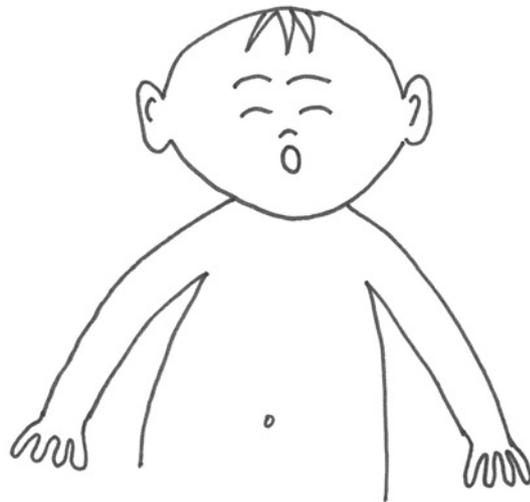
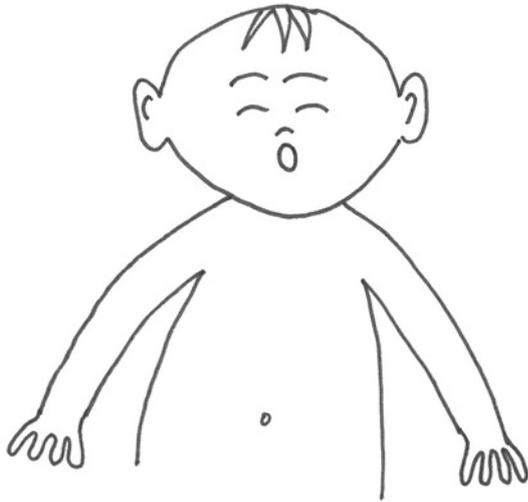
Insert the point of the stapled quarter into the base to form the stand.



Place the baby in the basket as per the photo.

Appendix 30b – Baby Moses Template

Photocopy and cut out enough baby Moses figures for one for each student and yourself.



Mary and Joseph

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Jesus' obedience to his mother and legal father fulfils the fourth commandment perfectly and was the temporal image of his filial obedience to his Father in heaven. The everyday obedience of Jesus to Joseph and Mary both announced and anticipated the obedience of Holy Thursday: 'Not my will ...' The obedience of Christ in the daily routine of his hidden life was already inaugurating his work of restoring what the disobedience of Adam had destroyed (CCC, n. 532).

Jesus was like us in all things (but sin). He grew up in a family. Mary was his mother and Joseph his 'legal father'. Mary and Joseph played the indispensable role of first educators of Jesus. They taught him how to be a faithful Jew, to pray the psalms, to participate in annual ceremonies at the temple in Jerusalem. They taught him to be a responsible member of society. Joseph and Mary helped shape Jesus' humanity. They worried about him, worked to feed and clothe him and rejoiced in his growth toward wisdom.

Student Focus

Year 1 students generally have some experience of a family or guardianship. No matter whether the experience is positive or negative the students realise that it is important for those who are looking after them to know where they are and what they are doing. It is important that students realise as children they do have a responsibility to their parents and this was required of Jesus as well.

Teaching Point

Mary is the mother of Jesus and Joseph is his legal father.

Remembering Point

Mary is the mother of Jesus and Joseph is his legal father.

PREPARATION

1. Prayer focus: a coloured cloth, a candle and a Bible.
2. Workbooks.
3. Join two sheets of A3 paper lengthwise to make a poster. Draw a line down the middle, making two columns. Head one 'Joseph' and the other 'Mary'. E.g.

JOSEPH	MARY

Beginning

(5 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Invite the students to prepare for prayer.

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

All: In the name of the Father ...

Catechist: The response is:
Hail Mary, full of grace. The Lord is with you.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Blessed are you among women.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Blessed is the fruit of your womb, Jesus.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Hail Mary Mother of God, pray for us sinners.

Students: Hail Mary, full of grace. The Lord is with you.

Catechist: Now and at the hour of our death.

Students: Hail Mary, full of grace. The Lord is with you.

Middle

(25 minutes)

Gather the students around you at the front of the learning space.

Tell the students: Today our lesson is about Mary and Joseph, the parents of Jesus. We will have two stories from the Bible about Mary and Joseph.

Tell the students: This story is from Matthew's Gospel in the Bible. *(Hold up the Bible.)*

Tell the story:

Joseph was engaged to Mary. Before they had lived together Mary became pregnant by the Holy Spirit. At first Joseph was worried about marrying Mary. One night, he had a dream in which an angel from God said, 'Joseph, don't be afraid to marry Mary. The baby she's having is from the Holy Spirit. It will be a boy and you are to name him Jesus.' When Joseph woke up he did what the angel had told him: he married Mary and named the baby, Jesus.

Ask the students to reflect on the following:

- I wonder what kind of man Joseph was. *(Accept the students' answers. From the students' responses, make a list of adjectives and record them on the poster in the column headed 'Joseph'.)*

- I wonder what Mary was like. *(Accept students' answers. From the students' responses make a list of adjective and record them on the poster in the column headed 'Mary'.)*

Invite the students to return to their places. Hand out the workbooks.

Invite the students to turn to the 'I think Joseph and Mary were ...' activity on page 75.

Tell the students: Pick one or two words from the list on the poster and write them in the space provided.

(Walk around the class giving help where needed and affirming the students.)

Gather the students around you at the front of the learning space.

Tell the students: Our next story is from Luke's Gospel in the Bible. *(Hold up the Bible)*. You will probably remember that we've had this story before in Term 3. It's good to repeat stories because that helps us to remember them.

Tell the story:

Soon after Jesus was born in Bethlehem, Joseph took him and Mary to stay in Egypt for a while. Then Joseph brought his family to live in a town called Nazareth.

Every year, Joseph, Mary and Jesus would travel to Jerusalem to celebrate the Passover feast in the Temple. When Jesus was 12 he went to the Temple as usual with Mary and Joseph. However, when everyone packed up for the trip back to Nazareth, Jesus stayed behind in Jerusalem without Mary and Joseph knowing.

His parents assumed that Jesus was somewhere in the group of travellers. That night, Mary and Joseph looked everywhere for Jesus but could not find him. They gathered their things and hurried back to Jerusalem to look for Jesus.

After three days, they finally found him in the Temple listening to, and asking questions of, the teachers. His parents were astonished. Mary said, 'We have been so worried about you – why did you do this?' Jesus said them that they should have known that he would be in the Temple, his Father's house.

Mary and Joseph didn't understand what Jesus meant. Then they took Jesus home to Nazareth. Jesus obeyed Joseph and Mary. He grew up to be a wise man and Mary treasured her memories of him (paraphrase of Lk 2: 41–52).

Ask the students to reflect on the following:

- I wonder how Mary and Joseph felt when they realised that Jesus was missing. *(Accept the students' answers and affirm them.)*
- I wonder how Jesus felt when he was with the teachers in the Temple. *(Accept the students' answers and affirm them.)*
- I wonder how Joseph and Mary felt when they found Jesus. *(Accept the students' answers and affirm them.)*

PREPARATION

PREPARATION

Invite the students to return to their places and open their workbooks at the story of Jesus in the Temple on page 76.

Tell the students: We will read the captions under each image, together.

Invite the students to read with you the list of feeling words beneath the story.

Tell the students: Pick words from the list of feelings, and connect them to the captions under each picture.

(Walk around the class, helping where required and affirming the students.)

Tell the students: Mary was Jesus' mother and Joseph was Jesus' legal father or foster father. Jesus' real father was God.

Invite the students to complete the Word Find on page 78. When they have finished, invite the students to put the words in the correct order to make a sentence about Mary and Joseph being Jesus' parents.

Collect the workbooks.

End

(5 minutes)

Gather the students around the prayer focus.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Repeat after me:
God, our Father,

Students: God, our Father,

Catechist: When Jesus went back to Nazareth with his parents

Students: When Jesus went back to Nazareth with his parents

Catechist: he obeyed them and grew to be wise.

Students: he obeyed them and grew to be wise.

Catechist: Help us to be obedient like Jesus. Amen.

Students: Help us to be obedient like Jesus. Amen.

Dismiss the students as usual.

Appendix 31 – Answers to the Word Find

S	U	S	E	J	X	L
R	E	H	T	O	M	E
S	H	H	I	S	A	G
I	T	I	S	E	R	A
O	A	N	D	P	Y	L
F	F	A	T	H	E	R

Sentence about Mary and Joseph

Mary is the mother of Jesus and Joseph is his legal father.

Christmas

Background for the Catechist

Take 10 minutes to reflect on the following introduction to this lesson.

Reflection/Doctrinal Reference

Jesus was born in a humble stable, into a poor family. Simple shepherds were the first witnesses to this event. In this poverty heaven's glory was made manifest. The Church never tires of singing the glory of this night (CCC, n. 525).

The quietness and unobtrusiveness of the coming of Jesus contrast with his unimaginable glory as the Son of God. Matthew's and Luke's infancy narratives are meditations on the meaning of a few details of the birth of Jesus. It is only in view of the life and work of Jesus and especially of his death and resurrection that we can appreciate properly the great mystery of his quiet coming among us. This is the way Jesus comes to us even now, in the quietness and unobtrusiveness of our daily prayer and the daily events and encounters of life.

Student Focus

Even at this young age the students will have heard and seen both versions of the Christmas story. Helping the students understand that they come from different accounts and not all from the same account, is valuable to their religious development. Again this is a foundational exploration of the infancy narratives. It will not be the last time these students will hear about the birth of Jesus.

Teaching Point

On Christmas Day the Church remembers and celebrates the birth of Jesus.

Remembering Point

On Christmas Day we celebrate the birth of Jesus.

Beginning

(5 minutes)

Welcome the students as usual.

Gather the students around the prayer focus.

Catechist: Let's begin with the Sign of the Cross.

All: In the name of the Father ...

Catechist: Glory be to the Father,

Students: Glory be to the Father

Catechist: and to the Son,

Students: and to the Son,

Catechist: and to the Holy Spirit. Amen.

Students: and to the Holy Spirit. Amen.

Gather the students around you at the front of the learning space.

Tell the students: I'm sure you know that it's nearly time for Christmas. Today, our lesson is about the real story of Christmas – it isn't about Santa or reindeer or presents.

1. Prayer focus: a yellow cloth, a candle, a Bible and a completed crib (see Appendices 32a and 32c on pages 154 and 156).
2. Workbooks.
3. Enough cut-out crib backgrounds for one per student (see Appendix 32a on page 154). See Appendix 32c on page 156 for how an assembled crib could look. N.B. how it stands because of the folds.
4. Enough cut-out sets of figures for a set per student and one for yourself (see Appendix 32b on page 155).
5. Glue sticks or sticky tape, coloured pencils.

Middle

(30 minutes)

Show the students a set of crib characters or objects and ask them to identify them (*if they can't, just tell them*).

Invite the students to return to their places. Hand out the workbooks.

Invite the students to look at the Christmas crib on page 80 and to write the names of the figures in the spaces provided.

(*Walk around the class assisting where needed and affirming the students*).

Gather the students around you at the front of the learning space.

Invite six students to sit on either side of you facing the class. Give each of them a character or object to hold up when they hear it mentioned in the story.

Tell the students: The first part of the story comes from Luke's Gospel, which is in the Bible (hold up the Bible).

Tell the story (a paraphrase of Lk 1: 8–20):

A notice was sent out that everyone needed to be registered in the town where they were born. Joseph and Mary went to Bethlehem. While they were there Mary gave birth to a boy. She wrapped him in cloth and put him in a manger because there was no room in the inn.

PREPARATION

Meanwhile, shepherds living in the fields were watching their flocks. An angel of the Lord appeared to them, and said, 'Don't be afraid. Today your saviour has been born and you will find him wrapped in a cloth lying in a manger. The shepherds decided to go to Bethlehem and to see for themselves. They hurried off and found Mary and Joseph and they told everyone what the angels had told them – that the saviour had been born. Mary was pleased with this and never forgot what she was told.

Tell the students: The next part of the story comes from Matthew's Gospel, which is also in the Bible (hold up the Bible). (Remind the students holding the characters to hold up their character if they hear it mentioned.)

Read the story (a paraphrase of Mt 2: 1–6):

After Jesus was born in Bethlehem three wise men from the East came to Jerusalem asking to see the child who was born to be king. They were following a star and were coming to greet him. King Herod was frightened by the news of a new king and called in the priests, who told him a messiah would be born in Bethlehem. Then Herod sent the Wise Men to Bethlehem to find the child, asking them to let him know where the child was so he could pay homage. The Wise Men followed the star until it stopped over a house. Inside they found Mary and the child. Opening their treasure chests they gave him gifts of gold, frankincense and myrrh.

Ask the students: What were the characters that were mentioned in Luke's story? (Mary, Joseph, Jesus, angel, shepherds)

Invite the students holding these characters to stand on your left.

Ask the students: What were the characters/objects mentioned in Matthew's story? (Mary, Joseph, Jesus, wise men, star)

Invite the students holding these characters to stand on your right.

Ask the students What did you notice about the characters Mary, Joseph and Jesus? (They are in both stories.)

Invite the students holding Mary and Joseph and Jesus to sit in front of you.

Tell the students: Matthew and Luke have told two different versions of the story of Jesus' birth. The same characters (except for Jesus, Joseph and Mary) do not appear in both stories. However, in the Christmas crib I made (indicate the one on the prayer focus) all the characters and objects are present.

Invite the students to return to their places.

Hand out the crib backgrounds and the characters/object sets to each student.

Invite the students to colour in and decorate their cribs. (The students should complete the background before sticking on the figures.)

Assist the students to glue the characters.

Tell the students: These two stories from Matthew and Luke's Gospels are different but they both tell the story of the birth of Jesus, our Saviour and our Lord. Every year on 25 December, the Church remembers and celebrates the birth of Jesus. You will see all of these characters at Christmas time. Usually when we see a Christmas Crib it includes both the shepherds, from Luke's gospel account, and the wise men from Matthew's gospel account. We know they come from two different stories, but we also know that it helps us remember both of these stories that tell us about Jesus' birth, at Christmas time.

Invite the students to turn to page 80 in their workbooks and to trace over the 'Something to Remember' sentence.

End

(5 minutes)

Gather the students around the prayer focus.

Invite the students to join you in praying the Glory Be.

All: Glory be to the Father, and to the Son,
 and to the Holy Spirit. Amen.

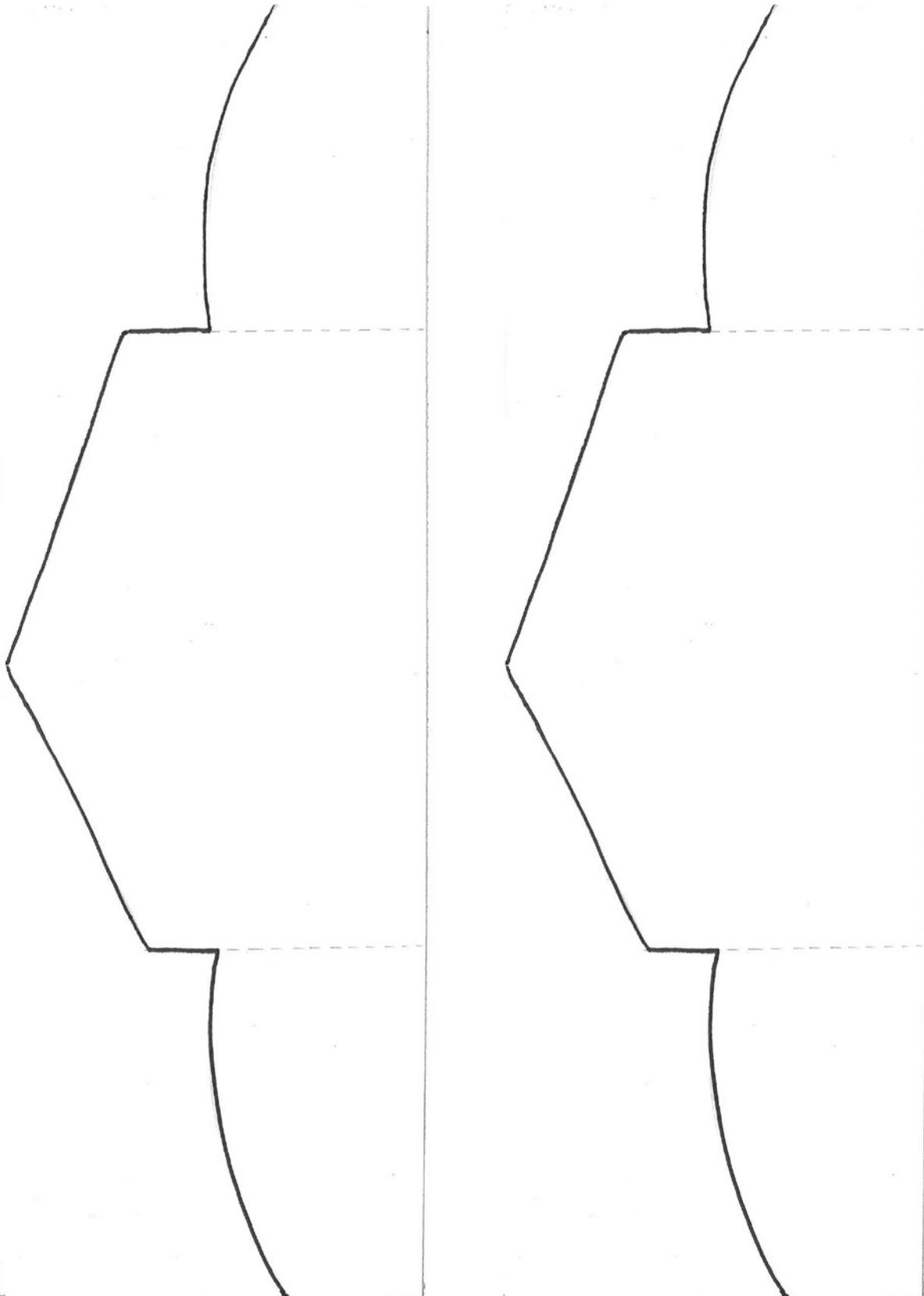
Invite the students to take their workbooks home.

Dismiss the students as usual.

PREPARATION

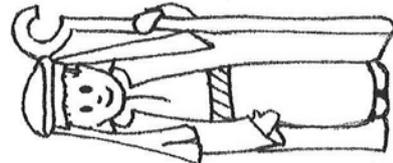
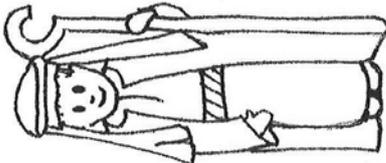
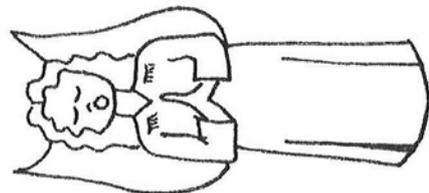
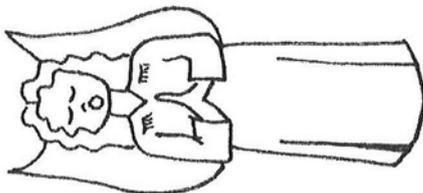
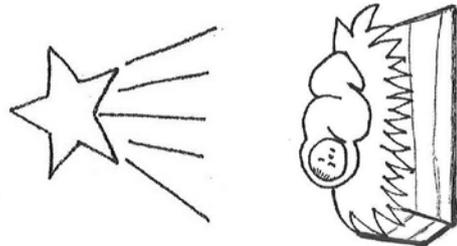
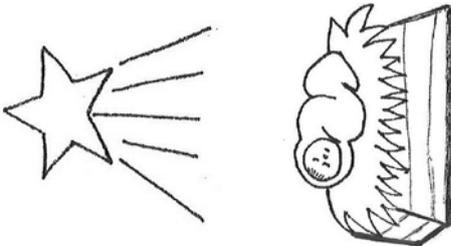
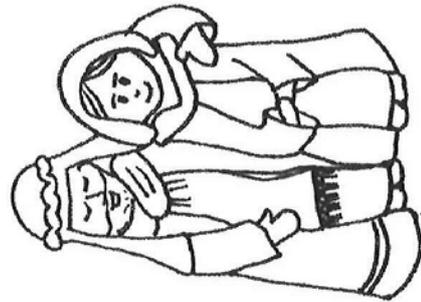
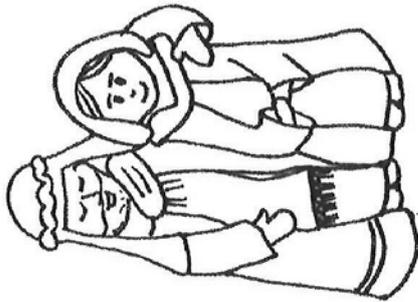
Appendix 32a – Crib Background

Enlarge to A3 size on a photocopier and make one copy per student and one for yourself.
Cut out the background and fold along the dotted lines (see the photo in Appendix 32c on page 156).
Make sure you cut out the background before the lesson.

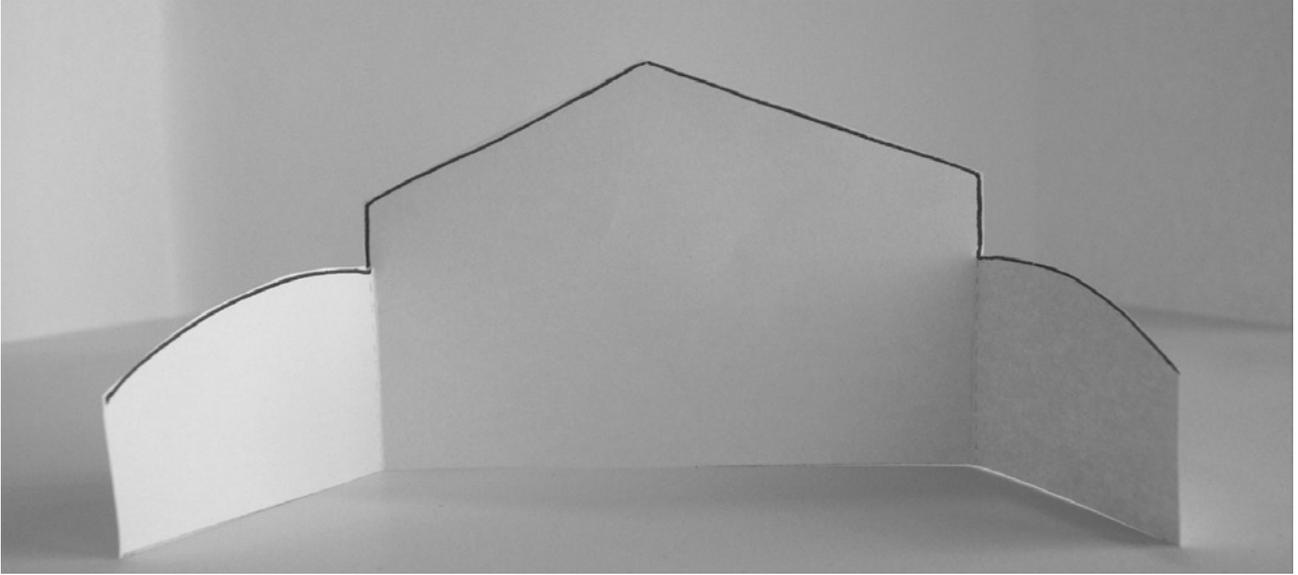


Appendix 32b – Figures for Crib

Make enough copies on A4 paper for one per student and one for yourself.
Make sure you cut out the figures before the lesson.



Appendix 32c – Sample Standing Crib Background



Abbreviations

CCC	Catechism of the Catholic Church
CT	Catechesi Tradendae
DS	Denzinger-Schönmetzer, <i>Enchiridion Symbolorum, definitionum et declarationum de rebus fidei et morum</i> (1965)
DV	Dei Verbum
GIRM	General Instruction of the Roman Missal
MF	Mysterium Fidei

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