Level: 2
Title: SACRAMENTS ARE SPECIAL CELEBRATIONS
Strand: SACRAMENTS:
   Effective Signs of Christ’s saving presence, Communal celebrations of Christian identity.

Suggested Duration: 6 weeks

Unit Focus
In this unit students will develop a greater understanding of celebration. They will explore the different ways we celebrate God in our lives: through the world around us, through people and in a unique way through the Sacraments of the Church.

Level Outcome
By the end of Level 2 students should be able to:

Understand that the Sacraments are ways by which we are welcomed into the Church community, reconciled and invited to share the special presence of Jesus.

Unit Outcomes
By the end of this unit students should be able to:

1. Outline ways God’s love for them is shown through creation.
2. Describe how their family and friends show God’s love for them.
3. Recall and share some stories of celebrations in their lives.
4. Identify the importance of sacramental celebrations in the life of the Church.

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
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<tr>
<td>God</td>
<td>1. God is loving creator.</td>
<td>239, 337, 338</td>
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<tr>
<td>Church</td>
<td>3. The Church is a community that celebrates God’s love.</td>
<td>752</td>
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<tr>
<td>Sacraments</td>
<td>1. We celebrate the wonder and beauty of God’s presence in people and the world around us.</td>
<td>337, 341, 343</td>
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<tr>
<td></td>
<td>2. The sacraments are special celebrations in the life of the Church.</td>
<td>1124</td>
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Key Understandings for Students
- God speaks to us through the people we love and through the beauty of creation.
- Each person is a unique and special sign of God’s love.
- The Church community shows us God’s love.
- The stories and actions of Jesus are remembered and lived out in and through liturgical celebrations.
- People celebrate at different times and in different ways.
- Sacraments are special celebrations of the Church.
Curriculum Links - VELS

Victorian Essential Learning Standards

The unit *Sacraments are Special Celebrations* can be used to assess a range of VELS. The table below gives examples of how Level 2 standards could be assessed.

| Strand                            | Domain                                | Dimension                      | Key elements of Standards Students...
<table>
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<tr>
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<tbody>
<tr>
<td>Physical, Personal and Social</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>-“identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions. They take appropriate steps to resolve simple conflicts.”</td>
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<tr>
<td>Learning</td>
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<tr>
<td>Working in Teams</td>
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<td>-“work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.”</td>
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<tr>
<td>Interdisciplinary Learning</td>
<td>Information and Communications</td>
<td>ICT for Visualising</td>
<td>-“students manipulate text, images and numeric data to create simple information products for specific audiences. They make simple changes to improve the appearance of their information products. With some assistance, students use ICT to locate and retrieve relevant information from a variety of sources.”</td>
</tr>
<tr>
<td>Learning</td>
<td>Technology</td>
<td>ICT for Creating</td>
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</table>

Curriculum Framework Context

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<tr>
<th>Strand</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tr>
<td>I Care for God’s World</td>
<td>Sacraments are Special Celebrations</td>
<td>Sacraments of Initiation – Eucharist Jesus Models Forgiveness</td>
<td></td>
</tr>
</tbody>
</table>

Student Context

Children at this level are naturally curious and uninhibited. Learning is ‘hands on’ and literal. Young children are kinaesthetic learners who are beginning to make links between personal experience and new knowledge. There is a need to provide opportunities for them to observe/participate in/ask questions about celebrations with their peer group.

Children in this level make strong connections between school and home so activities to link school and home need to be included e.g. celebrations, bringing of photos and other memorabilia to show/share with peers. They have enthusiasm for fantasy and play and enjoy role-playing known situations e.g. celebrations they have been involved in, as well as invented and unfamiliar situations.

Theological Background for Teachers

- The mystery of Christ can be seen in everything that is true and beautiful in creation and in people themselves.
- Sacraments are moments of celebration that provide new insights into our experiences.
- We are a sacramental people – all our daily life actions involve our own transformation by Jesus Christ.
- The Christian life is lived fully through the healing power of the seven sacraments.
The Church provides an important way for us to express our communal faith and relationship with God through celebration.

Within the Church, a Sacrament is a community celebration by Christ’s followers through which they recognise his presence in their midst, and receive, through signs, the power of Salvation he offers them. With this power, they can fulfil the mission they share, as well as their individual vocations in human society. As liturgical celebrations, the seven Sacraments are also signs through which members of his Church participate in Jesus’ prayer to the Father on their behalf. By joining in his prayer, Christians celebrate their union with Jesus, as well as with each other. *(6.8 GDC)*

The Christian sacramental system is rooted in human nature as well as faith. Together, the seven Sacraments express the scope of basic human yearnings, ones people need to present to God if they are to relate to God in their full humanity. *(6.9 GDC)*

**Scripture**

**Teacher Reference (NRSV)**

*Gen 1:31*

God looked at what he had done. All of it was very good! Evening came and then morning—that was the sixth day.

*Ps 104: 14, 19, 30*

You let the earth produce grass for cattle, plants for our food,

You created the moon to tell us the seasons. The sun knows when to set,

You created all of them by your Spirit, and you give new life to the earth.

**Student Reference (CEV)**

*Mt 26:26-28 The Lord’s Supper*

During the meal Jesus took some bread in his hands. He blessed the bread and broke it. Then he gave it to his disciples and said, “Take this and eat it. This is my body.”

Jesus picked up a cup of wine and gave thanks to God. He then gave it to his disciples and said, “Take this and drink it. This is my blood, and with it God makes his agreement with you. It will be poured out, so that many people will have their sins forgiven.

*Gal 5: 22-26 God’s Spirit*

God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways. And because we belong to Christ Jesus, we have killed our selfish feelings and desires. God's Spirit has given us life, and so we should follow the Spirit. But don't be conceited or make others jealous by claiming to be better than they are.

*Acts 2:1-4 The Coming of the Holy Spirit*

On the day of Pentecost all the Lord's followers were together in one place. Suddenly there was a noise from heaven like the sound of a mighty wind! It filled the house where they were meeting. Then they saw what looked like fiery tongues moving in all directions, and a tongue came and settled on each person there. The Holy Spirit took control of everyone, and they began speaking whatever languages the Spirit let them speak.

*Luke 9:12-17 Feeding the 5000*

Late in the afternoon the twelve apostles came to Jesus and said, "Send the crowd to the villages and farms around here. They need to find a place to stay and something to eat. There is nothing in this place. It is like a desert!"

Jesus answered, "You give them something to eat."

But they replied, "We have only five small loaves of bread and two fish. If we are going to feed all these people, we will have to go and buy food." There were about five thousand men in the crowd. Jesus said to his disciples, "Have the people sit in groups of fifty." They did this, and all the people sat down. Jesus took the five loaves and the two fish. He looked up toward heaven and blessed the food. Then he broke the bread and fish and handed them to his disciples to give to the people. Everyone ate all they wanted. What was left over filled twelve baskets.

**Suggested Assessment Tasks**
Assessment tasks for this unit may include:

Outcome 1  Students outline ways God’s love for them is shown through creation.
- Students bring evidence of God’s creation to add to a creation display in the classroom, explaining why the selection was made and how it shows God’s love for them.

Outcome 2  Students describe how their family and friends show God’s love for them.
- Students complete a Y chart to identify what they can hear, what they can see and how they feel when families and friends show God’s love to them.

Outcome 3  Students recall and share some stories of celebrations in their lives.
- Paint a favourite celebration; write captions to accompany painting describing event in terms of people, feelings and activities.

Outcome 4  Students identify the importance of sacramental celebrations in the life of the Church.
- Students choose one sacramental / liturgical celebration they have experienced. Write and draw about the celebration focusing on why it is important for all of the people in the community.

N.B Outcomes 2, 3 and 4 lend themselves to reporting in the dimension of Knowledge and Understanding.

Suggested Teaching & Learning Experiences

Focusing Activity:

Read “Amelia Ellicott’s Garden” (Stafford, Liliana). Discuss the powerful effect of the wind. How do we know when wind is present? By what it does, the effect on people and things. How do we know when God is present in our world? In all of creation, in the ‘fruits of the Spirit’.

Amelia Ellicott’s neighbours were happy to use their gifts to help her rebuild her yard. What gifts did Amelia show? How did the characters in the book show God’s love? (Fruits of the Spirit as identified by the children) Loving, kind, generous, honest, helpful, happy, peaceful, faithful, gentle, strong, friendly etc

Construct or collect pictures/objects that use wind as a power source eg windmill, kite, wind sock, sail etc

WE KNOW GOD IN GOD’S CREATION

- Write and pray a simple prayer of thanks for all that God has given us in Creation.
- Set up a creation display area and sacred space e.g. a table or area set aside for prayerful reflection and ritual where students can bring along evidence of God’s creation such as cocoons, tadpoles, shells, evidence of human growth through photos. Decorate and use as a heading the words “You give new life to the earth” Psalm 104.
- Provide class with an opportunity of being blindfolded and having to use their senses of hearing and touch to help them move around. Share feelings experienced whilst being blindfolded.
- Discuss signs of love, e.g., hugs and kisses, a loving home, food, actions, gifts, clothing, care, concern, demonstrating and teaching. Role play some of these loving actions in a real world situation.
- Brainstorm how God shows love in the sharing times families and communities have with each other.

CELEBRATIONS/RITUALS

- Display different types of invitations to various celebrations. Invite students to look at invitations and identify similar elements in each.
  
  **Purpose** - what is the party/celebration for?
  **Time** - when is the celebration being held?
  **Place** - where is the celebration being held?
  **Dress** - what type of clothes are to be worn?
  **Theme** - is it a dress-up party?
  **RSVP** - the date to reply to the invitation?

- Students will identify as many celebrations as they can both secular and religious using the Think-Pair-Share strategy (refer to icon in Planning Tool). Write each on a balloon or streamer for a class display called ‘We Gather,
We Celebrate’. Introduce the word ‘sacrament’ and discuss this word in the context of the special celebrations of our Catholic Church.

- Focus on the religious celebrations identified in class balloon display to develop a concept map. Head large sheets of paper with different Church celebrations e.g. Baptisms, feast days, Confirmation, Easter, Christmas, funeral. Students add words, drawings, pictures to the charts in response to the following key questions:
  - What sounds might you hear? What colours might you see? What feelings might people have? What words might you say? What smells might you experience? What things might you do?

- Students share the feelings experienced at various celebrations using the Value Lines strategy (refer to icon in Planning Tool).

- Photos of many different types of celebrations may be displayed and labelled. Use the photos to classify elements of a celebration:
  - people gather and prepare
  - there is a time to listen to each other and respond
  - people share and give thanks
  - to conclude the celebration people go and tell others about the event.

- Group role plays of various scenarios of celebrations – audience decides on whether it is gather and prepare, listen and respond, share and give thanks or go and tell.

- Using photos and recalling students’ memories of celebrations, highlight the common features e.g., sharing of food and drinks, people gathered in a group, telling of stories, decorations, music, dance.

- Prepare a Prayer Service for a special celebration using various religious symbols eg water, a candle, oil, bread. Such a Prayer Service could be used during preparation time for any of the Sacraments eg Baptism, Penance, Confirmation/First Eucharist.

- Visit the local church if possible and show and discuss the Vessels, Vestments, Altar furnishings used in a Catholic Church for the Sacraments. If possible invite the local priest to lead the tour. If this is not possible invite the local priest to visit the class and show any of the above.

- Children Brainstorm (refer to icon in Planning Tool) as much as they can about celebrations in the Church.

- Invite students from higher grades to tell the class about their experience of celebrating sacraments.

Scripture

- Acts 2:1-4 To PREPARE TO HEAR the Word - Meaning of symbols in text. Where were the Apostles, what had just happened?

- Acts 2:1-4 To ENCOUNTER the Word after reading the text students Echo Mime “Just Imagine” (Wintour, Rina). Have children listen for the names given to the Holy Spirit. Act out the text using red material, balloons, candles, windmills, streamers etc

- Acts 2:1-4 To RESPOND to the Word – Think Pair Share activity then make a list of the ways in which I can show God’s love to others.

- Identify the gifts that the students possess, they can name one another’s gifts, identify their own gifts, disclose the gifts that their parents (or the teacher) have identified. These gifts could be displayed on a large box or on a collection of small ‘gift boxes’. What are the ways in which we can use our gifts to make our world a better place?


Sacrament of Confirmation

- “Expressions: Book 3” (Ryan, Maurice) is a good resource which will give various activities to help with the teaching of this Sacrament.

- Children Brainstorm (refer to icon in Planning Tool) as much as they can about celebrations in the Church. Look particularly at the Sacrament of Baptism, as Confirmation is the completion of Baptism then Eucharist is the final Sacrament of Initiation.
Visit the local church and show the children the oils that are used in the Sacraments during the year in the Parish. The oil of Chrism – Confirmation, The oil of anointing and the oil of Baptism. Explain that these oils are blessed at the Mass of the Oils by the Bishop. This Mass is celebrated during Holy Week in the Cathedral. (the seat of the Bishop of the Diocese, Bishop Peter Connors)

Identify the main elements of the Sacrament of Confirmation;
   — Renewal of Baptismal Promises
   — Laying on of Hands
   — Anointing with Oil
   — Sign of Peace

Signs of Confirmation: HANDS and OIL
Symbols associated with Confirmation – Dove (Holy Spirit), Bishop’s staff and mitre, a lamp with oil and the process of naming. Illustrate/construct these symbols (large), display in classroom.

Practice in the church for the Confirmation ceremony, if appropriate for your class

Invite students from higher grades to tell the class about their experience of celebrating sacraments.

Using Godly Play materials tell the story of the Feeding of the 5000 from one of the three synoptic Gospels

Mt 26:26-28 To PREPARE TO HEAR the Word - talk about elements of celebrations, share their own experiences of celebrations. Read picture story books with a celebration theme, refer to Resource List

Mt 26:26-28 To ENCOUNTER the Word after reading the text, students Echo Mime “Just Imagine” pg 53 (Wintour, Rina)

Mt 26:26-28 To RESPOND to the Word – Sing Eucharist songs, refer to Resource List

Mt 26:26-28 To RESPOND to the Word – look for links from the Eucharistic Prayer to the Scripture text

Resources

For resources to support this unit, refer to the online planning tool. For additional resources, refer to the Resource Centre Catalogue: http://www.ceoballarat.catholic.edu.au and follow links to Resource Centre.