Level: 3
Title: SACRAMENTS OF INITIATION - CONFIRMATION
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 be introduced to the idea that when the community of believers, the Church, celebrates a sacrament, God is present in the celebration.

The Sacraments of Initiation – Baptism, Confirmation and Eucharist – form the basis for Christian life in the Catholic Tradition will be reinforced. This unit focuses on Confirmation and its relation to Baptism and how we and others use the gifts of the Spirit to bring about the reign of God.

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

Explain ways in which the Sacraments are celebrations of the presence of God in the lives of Christians.

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

1. Identify the gifts of the Holy Spirit present in us at Baptism and affirmed in us at Confirmation.
2. Examine Jesus and his Spirit alive and at work in us, in others and in our community both past and present.
3. Identify how people use the gifts and fruits of the Spirit for the Church and how we can also do this.
4. Name and explore the symbols associated with the Sacraments of Baptism and Confirmation.

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<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
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<tbody>
<tr>
<td>Jesus Christ</td>
<td>2. Jesus is fully human and divine and shares his Spirit with us.</td>
<td>729, 747, 743</td>
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<tr>
<td>Church</td>
<td>1. The Church is a community of believers called to celebrate and make present the ministry of Jesus.</td>
<td>783</td>
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<tr>
<td>Sacraments</td>
<td>1. In the sacraments we celebrate the presence of the Holy Spirit in our lives.</td>
<td>116</td>
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<td></td>
<td>2. Baptism, Confirmation and Eucharist celebrate our initiation into the Church.</td>
<td>1212, 1285</td>
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<td></td>
<td>4. The Sacrament of Confirmation celebrates and seals the presence of the Holy Spirit within us. (taken from L 4)</td>
<td>1303</td>
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<tr>
<td>Christian Life</td>
<td>4. When we use our gifts, we are serving the community and helping to spread the reign of God</td>
<td>1942</td>
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<td>Prayer</td>
<td>3. When we pray together we celebrate God’s presence.</td>
<td>2558, 2565</td>
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<td>God</td>
<td>5. We are gifted and graced, able to share in the transforming life of God.</td>
<td>2003</td>
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<td></td>
<td>6. The Holy Spirit enables us to live in communion with God and others</td>
<td>733, 734, 735, 736</td>
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Key Understandings for Students
- The Sacrament of Confirmation is closely linked to the Sacrament of Baptism.
- Throughout Church history, people have used their gifts to further the Reign of God.
- The symbols used in Confirmation are rich in meaning.
- The fruits of the Spirit, love, joy, peace, patience, goodness, kindness, gentleness, fidelity and self-control, are gift to us to enable us to live our lives in Christ.
The three sacraments of initiation are Baptism, Confirmation and Eucharist.
The gifts of the Spirit are given at Baptism and affirmed at Confirmation.
The Rite of Confirmation involves the renewal of baptismal promises, the laying on of hands, the anointing on the forehead with chrism and with words. It concludes with a sign of peace where the candidate and bishop/priest/presider exchange greetings of peace.
Those initiated into the Christian community are called to develop their own gifts and to do what they can to support the development of others’ gifts.

**Curriculum Links - VELS**

**Victorian Essential Learning Standards**
The unit *Sacraments of Initiation-Confirmation* can be used to assess a range of VELS. The table below gives examples of how Level 3 standards could be assessed.

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<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards</th>
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<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>&quot;demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.”</td>
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<td>&quot;cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team’s progress towards the achievement of agreed goals.”</td>
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<td>Civics and Citizenship</td>
<td>Community Engagement</td>
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<td>&quot;contribute to the development and support of class rules and participate in school celebrations and commemorations of important events. They describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome.”</td>
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<tr>
<td>Interdisciplinary Learning</td>
<td>Information and Communications Technology</td>
<td>ICT for Visual Thinking</td>
<td>&quot;use ICT tools to list ideas, order them into logical sequences, and identify relationships between them. Students retrieve their saved visualising thinking strategies and edit them for use in new, but similar situations. They explain how these strategies can be used for different problems or situations.”</td>
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<td>ICT For Creating</td>
<td>&quot;create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products. “</td>
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<td>Reasoning, processing and inquiry</td>
<td>&quot;collect information from a range of sources to answer their own and others’ questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.”</td>
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Creativity
- “apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.”

Reflection, evaluation and meta-cognition
- “identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.”

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<th>Curriculum Framework Context</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<td>Sacraments are Special celebrations</td>
<td>Jesus Models Forgiveness</td>
<td>Sacraments of Initiation – Eucharist Confirmation</td>
<td>Sacramental Life</td>
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**Student Context**

As students move through this level, their understanding of themselves, their community and the wider world expands. For the Level Three student, the dominant form of learning is “hands-on experience” and this presents a challenge in understanding the sacramental system of the Church. However, it is also a time for students to respond to, and have a natural appreciation for, rituals and symbols.

Making use of rituals will allow students to experience a sense of the sacred and appropriate liturgies can be extremely educative. Involving students in the preparation of the sacred space, music, prayers, readings and ritual actions greatly enhances the educational value of liturgies. Language is a great tool for learning and Level Three students can reflect on personal experiences and recount experiences of family and community’s use of gifts.

In developing teaching and learning strategies to explore with students the specified unit outcomes and key concepts being presented in the unit, it is appropriate to use a number of themes that are derived from the theological understanding and appreciation of the Sacraments as celebrating the welcoming and healing presence of God in the Church community, and the educational focus on the ways the person and spirit of Jesus becomes present through the Sacraments of Initiation, especially in the celebration of Confirmation.

- Through Baptism we are welcomed into the Church and share in its rights and responsibilities.
- All of us have unique gifts. Through Baptism and Confirmation we are called by the Spirit to share these gifts. As we do so we are building the Body of Christ and so fulfil the Church’s mission. It is through people faithfully following the Spirit that the Church serves the world.
- Christianity is centred on life in the community enlivened by the Holy Spirit. The Christian community focuses on relationships. Our sacramental celebrations contribute to sustaining this community and developing their faith.
- When we reflect on the Sacrament of Confirmation, we need to consider the links among all Sacraments of Initiation. The practices of initiation in the early Church show these links quite explicitly, since the three sacraments were celebrated in one rite. Although the sacraments may not be received in the same order today as in the early Church, we celebrate the same reality.
- In Confirmation we further celebrate our initiation into the Christian community. The renewal of the Baptismal promises and the sealing or completion of the gift of the Holy Spirit received in Baptism, intimately link the two sacraments. By sharing fully in the Eucharist we celebrate who we already are - the Body of Christ.
- As people of a faith community we strive to grow in our relationship with the community of persons in the Trinity - Father, Son and Holy Spirit.
- Our parish community provides a basis for further interaction and service to the wider community. The fully initiated Christian, empowered by the Spirit, is urged to work towards justice and compassion for others.
• The gifts of the Spirit are rooted in scripture, for example, in Isaiah. Because Christianity has its roots in the Old Testament, it should come as no surprise that every sacrament also has Hebrew roots and sources. Confirmation is no exception (Bowman, 1991).

• The custom of choosing a new name and being called by that name during the Confirmation liturgy stems from the biblical tradition of a change of name indicating a new or renewed commitment to God. Abraham and Sarah, were called Abram and Sarai before they made their covenant with God. Peter was called Simon, and Paul was called Saul before they became followers of Christ (Bowman, 1991).

• To make the links with Baptism, children can be encouraged to be called their Baptismal name, rather than choose a new one and to use their godparents as sponsors.

• Initiation sacraments for children are not sacraments of commitment but rather sacraments as beginning and belonging. Each child approaches these sacraments according to their ability and with the hope of growing in faith commitment and wisdom in the years ahead. They signify a beginning in the life of the Church; a beginning on the formal process of catechesis and participation in the liturgy; and a beginning of an understanding of the gifts of the Holy Spirit.

• Confirmation may be celebrated within or outside the Mass. When it is within a Mass, it takes place immediately after the homily. The ceremony begins with the renewal of baptismal promises. The second part of the ceremony is the laying on of hands. This practice stems back to apostolic times. It is during this action that the bishop prays that the seven gifts of the Holy Spirit will be given to the candidates. Then we come to the actual conferring of the sacrament. This is done through the action and words of anointing on the forehead with chrism. Each candidate comes forward with his or her sponsor for this anointing. The bishop calls each candidate by name saying, "Be sealed with the Gift of the Holy Spirit" whilst making the Sign of the Cross with chrism on each forehead. Each candidate answers, “Amen.” The sign of peace follows immediately and the candidate and bishop exchange greetings of peace (Bowman, 1991).

• Symbols and rituals are important when celebrating sacraments. Symbols are “the language of sacramental life… they express the Real Presence of God.” (Kain, 1993).

• There is a variety of ministries within the Church, each ministry fulfilling a function of the mission of the whole Church.

• The most common biblical metaphors for the Spirit are wind, fire and water.

• We encounter the Holy Spirit in the building up of society. We sometimes use the prayer, “Send forth your Spirit and they shall be created; and you shall renew the face of the earth.” The Spirit is especially present in those struggling against the mistreatment of the poor, the use of violence and oppression. We encounter the Spirit in those who do the work of justice and peace.

• Sacraments of Initiation include Baptism, Confirmation and Eucharist – Baptism is the beginning of the sacramental life for Christians. Through Baptism they enter the life of Christ and become members of his Church and come to participate in its liturgy, are open to receive the other sacraments and enjoy other activities and rights within the Body of Christ. Confirmation which originally accompanied Baptism in the one celebration is the second sacrament of initiation. It more fully confirms Christians in the life of Christ through the gift of the Holy Spirit first received in Baptism. It strengthens them in the faith and life of the Church and prepares them for the Eucharist. The Eucharist is the third sacrament of initiation and completes the initiation process. Christians express the fullness of belonging to the Body of Christ, the Church, by receiving the Body of Christ in communion with the whole Church.

Scripture Teacher Reference (NRSV)

Isa 11:2 Spirit of the Lord
The spirit of the LORD shall rest on him, the spirit of wisdom and understanding, the spirit of counsel and might, the spirit of knowledge and the fear of the LORD.
Isa 61:1  *The good News of Deliverance*
The spirit of the Lord GOD is upon me, because the LORD has anointed me; he has sent me to bring good news to the oppressed, to bind up the broken-hearted, to proclaim liberty to the captives and release to the prisoners;

Mk 16:15  *Jesus Commissions the Disciples*
And he said to them, “Go into all the world and proclaim the good news to the whole creation.”

Acts 13:1-3  *Barnabas and Saul Commissioned*
Now in the Church at Antioch there were prophets and teachers: Barnabas, Simeon who was called Niger, Lucius of Cyrene, Manaen a member of the court of Herod the ruler, and Saul. While they were worshipping the Lord and fasting, the Holy Spirit said, “Set apart for me Barnabas and Saul for the work to which I have called them.” Then after fasting and praying they laid their hands on them and sent them off.

Student Reference

Lk 4:18-19  *Jesus’ Mission*
“The Spirit of the Lord is upon me because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord’s favour.”

Acts 2:1-4  *Coming of the Holy Spirit*
When the day of Pentecost had come, they were all together in one place. And suddenly from Heaven there came a sound like a rush of violent wind, and it filled the entire house where they were sitting. Divided tongues, as of fire, appeared among them, and a tongue rested on each of them. All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.

Jn 13:1-17  *Jesus Washes the Disciples’ Feet*
Now before the festival of the Passover, Jesus knew that his hour had come to depart from this world and go to the Father. Having loved his own who were in the world, he loved them to the end. The devil had already put it into the heart of Judas son of Simon Iscariot to betray him. And during supper Jesus, knowing that the Father had given all things into his hands, and that he had come from God and was going to God, got up from the table, took off his outer robe, and tied a towel around himself. Then he poured water into a basin and began to wash the disciples’ feet and to wipe them with the towel that was tied around him. He came to Simon Peter, who said to him, “Lord, are you going to wash my feet?” Jesus answered, “You do not know now what I am doing, but later you will understand.” Peter said to him, “You will never wash my feet.” Jesus answered, “Unless I wash you, you have no share with me.” Simon Peter said to him, “Lord, not my feet only but also my hands and my head!” Jesus said to him, “One who has bathed does not need to wash except for the feet, but is entirely clean. And you are clean, though not all of you.” For he knew who was to betray him, for this reason he said, “Not all of you are clean.” After he had washed their feet, had put on his robe, and had returned to the table, he said to them, “Do you know what I have done to you? You call me Teacher and Lord – and you are right, for that is what I am. So if I, your Lord and Teacher, have washed your feet, you also ought to wash one another’s feet. For I have set you an example, that you also should do as I have done to you. Very truly, I tell you, servants are not greater than their master, nor are messengers greater than the one who sent them. If you know these things, you are blessed if you do them.

By contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. If we live by the Spirit let us also be guided by the Spirit. Let us not become conceited, competing against one another, envying one another.

1 Cor 12:4-11  *Spiritual Gifts*
Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone. To each is given the manifestation of the Spirit for the common good. To one is given through the Spirit the utterance of wisdom, and to another the utterance of knowledge according to the same Spirit, to another faith by the same Spirit, to another the gifts of healing by the one Spirit, to another the working of miracles, to another prophecy, to another the discernment of spirits, to another various kinds of tongues, to another the interpretation of tongues. All these are
activated by one and the same Spirit, who allots to each one individually just as the Spirit chooses.

Isa 11:2  Spirit of the Lord
The spirit of the LORD shall rest on him, the spirit of wisdom and understanding, the spirit of counsel and might, the spirit of knowledge and the fear of the LORD.

<table>
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<tr>
<th>Suggested Assessment Tasks</th>
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Assessment tasks for this unit may include:

Outcome 1  Identify the gifts of the Holy Spirit present in us at Baptism and affirmed in us at Confirmation.
- Students, in small groups, design and produce a series of posters of the gifts of the spirit. Each poster will name the gift and provide an explanation of its meaning.

Outcome 2  Examine Jesus and his Spirit alive and at work in us, in others and in our community both past and present.
- Students complete a character map of a person, past or present, with his/her gifts and how he/she uses/d the gifts to further the Reign of God.

Outcome 3  Identify how people use the gifts and fruits of the Spirit for the Church and how we can also do this.
- Students create a scene, power point, art piece, poem, story of themselves using the gifts of the Spirit.

Outcome 4  Name and explore the symbols associated with the Sacraments of Baptism and Confirmation.
- Students name the symbols used in Baptism and Confirmation and write a short description of each, these can be produced using a variety of media.

N.B Outcomes 1 and 4 lend themselves to reporting in the dimension of Knowledge and Understanding.

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<tr>
<th>Suggested Teaching &amp; Learning Experiences</th>
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Focusing Activity
In groups of 4, students complete a writing activity that asks them to list a special quality about other students in their group. Each student ends up with a sheet listing their special qualities.

- After bringing photos of Baptism, Baptism robes and Candles, (or symbols from other traditions) students complete a KWL and formulate some questions on Baptism. (refer to icon in Planning Tool)

- Use a Diocesan Sacramental Stole, a candle, some oil and some water to discuss/mime the first of the three Sacraments of Initiation – Baptism. Link Confirmation as the continuation of the Sacrament of Baptism

- Read the Scripture, Galatians 5:22, 25, 26. Children rally table what each of the fruits of the Spirit look like within a community. (refer to icon in Planning Tool)

- In groups children respond to the scripture Galatians 5:22, 25, 26. in either frozen statues, curtains up, curtains down, mime freeze sculpture or connected statues. (refer to books suggested in resource list by Rina Wintour)

- This Church that Catholics are being initiated into – What does it mean? What does it believe? What does it look like? Children present concept map of Church.

- Visit the church (if possible) to view the Baptismal font and familiarize students with its location, check where the oils are kept and locate the Paschal candle and talk about its relevance to special liturgical celebrations.

- Bring oil, water and a candle to the classroom and discuss their relationship to Confirmation.

- To gather information about their local Church, invite members of the Church community to speak to the children about how their roles as Church members and how they use their gifts.

- In pairs students research symbols used in Confirmation, how are these symbols used in their daily lives? Present their findings to the class.
- Children and teacher together prepare liturgy to celebrate their gifts and fruits.

- Making the link between Baptism with Confirmation. Children complete a KWL chart on Confirmation again formulating any questions that they have. *(refer to icon in Planning Tool)*

- Name, write and illustrate the 3 Sacraments of Initiation, as our full membership into the Church.

- Explore what initiation means – word web *(refer to icon in Planning Tool)*

- Open the Scripture: 1Cor 12:4-11 using Marg Carswell’s composite model. To prepare the children, remind them who Paul was and to whom he was writing and why. Read/tell the text. Give each child a copy and let them identify the gifts in the text. Using these gifts with the children explore what they mean, how they are used. Children in pairs/threes create frozen statues on the gifts. Challenge children to map/illustrate/symbolise this reading. Invite the children to make a patchwork wall display of the gifts. *(Teaching Scripture: The Gospel of Mark, by Margaret Carswell)*

- Children research saint or local church or family member highlighting the way this person used/s the gifts of the Spirit to further the Reign of God.

- Display photos of children and place under/with them the gift/s apparent in each child.

- Locate scriptural references wind, fire and water. Introduce students to the concept of metaphor and how wind, water and fire are biblical metaphors of the Spirit. Students visually represent these symbols as an expression of the presence of God.

- We encounter the Holy Spirit in those who do the work of justice and peace, name the times in our lives when the Holy Spirit is Alive in us. Develop a class motto articulating a class commitment to trying to live in a peaceful and just way.

- The fruits of the Spirit: love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control

- The gifts of the Spirit; Wisdom, Understanding, Knowledge, Courage, Reverence, Right Judgement, Wonder and Awe

- Jn 13:1-17 To PREPARE TO HEAR the Word - discuss the context with students i.e. the custom of washing people’s feet on arrival, it was seen to be good manners and a sign of hospitality. It was a role often left to the servants of the house. Students share how they might welcome someone to their house in today’s context.

- Jn 13:1-17 To ENCOUNTER the Word after reading the text from the Bible, students dramatise the text; to show how this action of Jesus is an action of service, how do they offer acts of service to one another in today’s world?

- Jn 13:1-17 To RESPOND to the Word – students list acts of service and act upon these

- Jn 13:1-17 To RESPOND to the Word – students write a personal response on how they might serve others in their everyday life. Focusing on putting the needs of others ahead of their own needs.

- Jn 13:1-17 To RESPOND to the Word – Children in groups of 4 complete a scriptural think pad to reflect on the scripture; John 13:1-17 The Washing of the Feet. *(Into The Deep Dan White pg. 82-84)* this experience will help the students to come to a deeper understanding of the how this piece of scripture connects to their lives.

### 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](http://www.ceoballarat.catholic.edu.au) and follow links to Resource Centre.