Ballarat Awakenings Unit Outlines
December 2007

Level: 3
Title: SACRAMENTS OF INITIATION - EUCHARIST
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 place of the Sacraments of Initiation - Baptism, Confirmation and Eucharist - are the basis for Christian life in the Catholic Tradition will be emphasised.

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. *Recognise that we belong to a community of believers who celebrate the Eucharist.*
2. *Describe ways in which Jesus is present when we celebrate Eucharist.*
3. *Recognise that the Eucharist is a special meal recalling the events of the Last Supper on the first Holy Thursday.*
4. *Describe the two main parts of the Eucharist; the Liturgy of the Word and the Liturgy of the Eucharist - and explain some of the symbols and rituals of the principal rites of the Mass.*

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus Christ</td>
<td>2. Jesus shares his Spirit with us.</td>
<td>729, 747, 743</td>
</tr>
<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>
</tr>
<tr>
<td>Sacraments</td>
<td>1. In the sacraments we celebrate the presence of the Holy Spirit in our lives.</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>2. Baptism, Confirmation and Eucharist celebrate our initiation into the Church.</td>
<td>1212, 1285</td>
</tr>
<tr>
<td></td>
<td>4. The sacrament of Eucharist celebrates the presence of Jesus: the community remembers what Jesus did; offers sacrifice; gives thanks; shares a meal; and is called to service.</td>
<td>1328, 1329, 1330, 1408</td>
</tr>
<tr>
<td>Scripture</td>
<td>4. In our prayer and worship we listen to the Scriptures.</td>
<td>2653, 2654</td>
</tr>
<tr>
<td>Prayer</td>
<td>2. The celebration of the Eucharist is the heart of our community prayer.</td>
<td>2643, 2558, 2565</td>
</tr>
<tr>
<td>God</td>
<td>6. The Holy Spirit enables us to live in communion with God and others.</td>
<td>733, 734, 735,736</td>
</tr>
</tbody>
</table>

Key Understandings for Students
- The Eucharist is a special meal recalling the events of the Last Supper.
- Eucharist is a Greek word meaning ‘thanksgiving’.
- Jesus is present when we celebrate Eucharist: in the community which comes together to worship; in the priest who presides in Jesus’ name; in Scripture; and in the blessed bread and wine.
There are two main parts of the mass – the Liturgy of the Word and the Liturgy of the Eucharist.

The three sacraments of initiation are Baptism, Confirmation and Eucharist.

As Eucharistic people we are called to share the spirit of God’s love.

### Curriculum Links - VELS

**Victorian Essential Learning Standards**

The unit *Sacraments Of Initiation-Eucharist* can be used to assess a range of VELS. The table below gives examples of how Level 3 standards could be assessed.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>“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></td>
<td>Working In Teams</td>
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<td>“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>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td>Community Engagement</td>
<td></td>
<td>“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>
</tr>
<tr>
<td>Interdisciplinary Learning</td>
<td>Information and Communications Technology</td>
<td>ICT for Visual Thinking</td>
<td>“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>
</tr>
<tr>
<td></td>
<td>ICT For Creating</td>
<td></td>
<td>“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>
</tr>
<tr>
<td>Thinking</td>
<td>Reasoning, processing and inquiry</td>
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<td>-“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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<tr>
<th>Creativity</th>
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<tr>
<td>-“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.”</td>
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<table>
<thead>
<tr>
<th>Reflection, evaluation and meta-cognition</th>
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<tbody>
<tr>
<td>-“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.”</td>
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<table>
<thead>
<tr>
<th>Curriculum Framework Context</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Sacraments are Special celebrations</td>
<td>Jesus Models Forgiveness</td>
<td>Sacraments of Initiation - Eucharist</td>
<td></td>
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<tr>
<td>Jesus Helps Me To Choose</td>
<td>Sacraments of Initiation – 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 celebrations that can lead to an examination of the celebration of the Eucharist.

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. The educational focus is on the ways the person and spirit of Jesus becomes present through the Sacraments of Initiation, especially in the celebration of Eucharist.


**Theological Background for Teachers**

- Since the earliest days of the Church, Christians have been following Jesus’ exhortation in the text from 1 Corinthians to “Do this” in memory of him and gather to celebrate the Eucharist, especially on Sunday, the day of the Resurrection.

- The liturgy of the Eucharist is a liturgy in which we take, give thanks, break and share bread and wine which have become sacramental. We are invited to be one with Jesus in the
Eucharistic presence. The Eucharist is our legacy that expresses the core of the Christian community; it is a way Jesus remains present in a community of those who share his bread in friendship and live accordingly. (Liddy & Welbourne, 1999).

- At the time of the Last Supper, the custom of the Jewish people was to hold an annual celebration, the Passover, in memory of Moses’ leading them out from slavery under Egyptian rule into the freedom of the promised land. A lamb was always sacrificed as part of the festival.

- Through the Last Supper Jesus gave the Passover meal a new meaning. Jesus as the Messiah (the Christ) was the new Paschal Lamb, and through his death and resurrection he was establishing a new covenant.

- In response to Jesus’ request “Do this in memory of me”, the early Christians gathered on Sundays – the day of the resurrection – and celebrated the breaking of the bread. They came to see that every time they did so they shared in the new Passover which we now call the Eucharist.

- Eucharist is a Greek word which means “Thanksgiving”. In the earliest times the Eucharist was celebrated along with a shared meal in the homes of the local Christians. However, by the end of the first century the shared meal was omitted and the celebration became more of a ritual meal, with the breaking of bread and sharing of the cup, accompanied by prayer and readings.

- The early Jewish Christians brought with them the Sabbath morning service. This was adopted by the whole Christian community and consisted of an opening greeting, readings from scripture, a sermon, prayers of petition and a dismissal. Jewish Christians were very familiar with the Old Testament in which the coming of the Messiah was foretold, and incorporated into the Eucharistic celebration. The Eucharist then, developed from that Jewish morning service and the breaking of bread in the Lord’s Supper.

- The Eucharist recalls Jesus’ sacrificial gift of himself to all humankind by dying on the cross on Good Friday. The sacrificial Mass also makes the power of Jesus’ dying and rising present to us today. It brings Jesus’ death and Resurrection right into our midst and enables us to live out this Paschal mystery in our own lives. The Mass celebrates all those saving moments of giving ourselves and receiving nourishment from God in the sharing of what we have.

- The Eucharist has two essential parts: the Liturgy of the Word and the Liturgy of the Eucharist. In the Liturgy of the Word, the Scriptures are proclaimed and reflected upon as spiritual nourishment. In the Liturgy of the Eucharist, with a priest as presider, the bread and wine are offered to God. Then they are transformed into the body and blood of Jesus Christ by the power of the Holy Spirit, and shared by the people as food for their life’s journey.

- In sharing Jesus’ body and blood, the people are meant to become Jesus – becoming hope, life and joy for the world. Not only are the gifts of bread and wine changed in the Eucharist; those who participate are changed as well.

Scripture

Teacher Reference (NRSV)

Lk 8:4-15  The Parable of the Sower

When a great crowd gathered and people from town after town came to him, he said in a parable: “A sower went out to sow his seed; and as he sowed, some fell on the path and was trampled on, and the birds of the air ate it up. Some fell on the rock; and as it grew up, it withered for lack of moisture. Some fell among thorns, and the thorns grew with it and choked it. Some fell into good soil, and when it grew, it produced a hundredfold.” As he said this, he called out, “Let anyone with ears to hear listen!” Then his disciples asked him what this parable meant. He said, “To you it has been given to know the secrets of the kingdom of God; but to others I speak in parables, so that ‘looking they may not perceive, and listening they may not understand’. “Now the parable is this: The seed is the word of God. The ones on the path are those who have heard; then the devil comes and takes away the word from their hearts, so that they may not believe and be saved. The ones on the rock are those who, when they hear the word, receive it with joy. But these have no root; they believe only for a while and in a time of testing fall away. As for what fell
among the thorns, these are the ones who hear; but as they go on their way, they are choked by the cares and riches and pleasures of life, and their fruit does not mature. But as for that in the good soil, these are the ones who, when they hear the word, hold it fast in an honest and good heart, and bear fruit with patient endurance."

1 Cor 11:23-26
For I received from the Lord what I also handed on to you, that the Lord Jesus on the night in which he was betrayed took a loaf of bread, and when he had given thanks, he broke it and said, “This is my body, which is for you. Do this in remembrance of me.” In the same way after supper, he took the cup also saying, “This cup is the new covenant in my blood. Do this, as often as you drink it, in remembrance of me.” For as often as you eat this bread and drink this cup, you proclaim the Lord’s death until he comes.

Student Reference

Mt 18:20  I am there
“For where two or three are gathered in my name, I am there among them.”

Lk 8:4-8  The Parable of the Sower
When a great crowd gathered and people from town after town came to him, he said in a parable: “A sower went out to sow his seed; and as he sowed, some fell on the path and was trampled on, and the birds of the air ate it up. Some fell on the rock; and as it grew up, it withered for lack of moisture. Some fell among thorns, and the thorns grew with it and choked it. Some fell into good soil, and when it grew, it produced a hundredfold.” As he said this, he called out, “Let anyone with ears to hear listen!”

Lk 22:14-20  The Lord's Supper
When the hour came, he took his place at the table, and the apostles with him. He said to them, “I have eagerly desired to eat this Passover with you before I suffer; for I tell you, I will not eat it until it is fulfilled in the Kingdom of God.” Then he took a cup, and after giving thanks he said, “Take this and divide it among yourselves; for I tell you that from now on I will not drink of the fruit of the vine until the kingdom of God comes.” Then he took a loaf of bread, and when he had given thanks, he broke it and gave it to them, saying, “This is my body, which is given for you. Do this in remembrance of me.” And he did the same with the cup after supper, saying, “This cup that is poured out for you is the new covenant in my blood”.

Acts 2: 43-47  Life among the Believers
Awe came upon everyone, because many wonders and signs were done by the apostles. All who believed were together and had all things in common; they would sell their possessions and goods and distribute the proceeds to all, as any had need. Day by day as they spent much time together in the temple, they broke bread at home and ate their food with glad and generous hearts, praising God and having the goodwill of all the people. And day by day the Lord added to their number those who were being saved.

Lk 9:10-17  Feeding the Five Thousand
On their return the apostles told Jesus all they had done. He took them with him and withdrew privately to a city called Bethsaida. When the crowds found out about it, they followed him; and he welcomed them, and spoke to them about the kingdom of God, and healed those who needed to be cured. The day was drawing to a close and the twelve came to him and said, ‘Send the crowd away, so that they may go into the surrounding villages and countryside, to lodge and get provisions; for we are here in a deserted place.’ But he said to them, ‘You give them something to eat.’ They said, ‘We have no more than five loaves and two fish-unless we are to go and buy food for all these people’ For there were about five thousand men. And he said to his disciples, ‘Make them sit down in groups of about fifty each.’ They did so and made them all sit down. And taking the five loaves and the two fish, he looked up to heaven, and blessed and broke them and gave them to the disciples to set before the crowd. And all ate and were filled. What was left over was gathered up, twelve baskets of broken pieces.
**Suggested Assessment Tasks**

Assessment tasks for this unit may include:

**Outcome 1  Recognise that we belong to a community of believers who celebrate the Eucharist**
- Students create a word web /picture collage/concept map to show how members of the Church community interact and relate with each other during the celebration of the Eucharist.

**Outcome 2  Describe ways that Jesus is present when we celebrate Eucharist.**
- Students illustrate/present in a powerpoint their understanding of Jesus present in the Eucharist in the following ways:
  - in the community which has assembled for worship;
  - in the Priest who presides in His name;
  - in the Word which is proclaimed; and
  - in the bread and wine.

**Outcome 3  Recognise that the Eucharist is a special meal recalling the events of the Last Supper on the first Holy Thursday.**
- Students perform a dramatisation of the events of the Last Supper on the first Holy Thursday recalling the words, symbols and actions used by Jesus when instituting the Eucharist.

**Outcome 4  Describe the two main parts of the Eucharist – the Liturgy of the Word and the Liturgy of the Eucharist – and explain some of the symbols and rituals of the principal rites of the Mass.**
- Students identify and explain the words, symbols and actions that are part of the Liturgy of The Word and the Liturgy of the Eucharist. e.g. The Readings and the Homily in the Liturgy of the Word. The Offertory of the Bread and Wine, Consecration, Communion in the Liturgy of the Eucharist

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

**Suggested Teaching & Learning Experiences**

**Focusing Activity**

Read the picture book Willis, S. 'Enough is Enough' highlight the shared meal and the community’s participation.

OR

After bringing photos of Baptism, Baptism robes and Candles, other gifts given by relatives at Baptism, students complete a Y-chart on what belonging to the Church family – Sounds like, Looks like and Feels like. Charts are displayed around class.

- To help students focus on the Thanksgiving aspect of being in a Eucharistic community the students first discuss the things their families and friends do when they celebrate, what they talk about and where they gather. The students discuss some of the places Jesus gathered with his friends and the actions of Jesus when he was with them – healing sick, sharing meals, being blessed, sharing stories, and so forth.

- Students read from the suggested literature and explore the significance of gathering for meals in the lives of those encountered in the stories and in their own lives. Complete a procedural text for the preparation for a meal. e.g 1. Send out invitations. 2. Work out how many are coming 3. Decide on venue.

- Explore and encounter some of the following scripture passages: Wedding Feast at Cana Jn 2:1-12, The Lord's Supper Mt 26:26-30 and Jesus cooks for his friends Jn 21:1-4

- Introduce the 3 Sacraments of Initiation, Baptism, Confirmation, Eucharist, as our full membership of the Church. Children investigate symbols, signs and actions of the 3 Sacraments. Compare/contrast. Refer to Notebook activity on RE - My Classes Confirmation Notebook activity for grades three – six

- To introduce the parts of the mass refer to Notebook activity on RE - My Classes Parts of the Mass

- Students interview their parents and other family members on the different community groups they belong to and what are some of the things that need to be done before you can belong to that group, for example pay fee, complete application, be invited, introduced by parents. Students record answers as part of homework. Also what they need to do to remain active members of said group.
Students form a living bar graph according to the different groups they or members of their family belong to, for example local parish, sporting team, guides, scouts, class, dance group, cultural associations. If possible, items indicating membership of groups are brought in to assist in identification, for example badges, certificates, photos, sports jumper and so forth.

Dictagloss activity on Parable of the Sower: (Lk 8: 4 – 8) (refer to icon in Planning Tool)

Use this site to explore the structure of the Mass, http://www.catholicaustralia.com.au click on The Sacraments then open Activities for Children.

Acts of the Apostles (Acts 2: 43–47): Students create a dramatisation of the events described in this scripture passage. Teacher reads appropriate scripture passage and groups of students recreate a scene of what is occurring. Students choose section and then make up dialogue to suit particular scenes. Audience and teacher ask questions about what is happening. Highlight in discussion how the early Christians showed that they belonged together by spending time together, singing, sharing meals, helping the poor and needy, gathering to pray.

Read Lk 22: 14-20 to recall how Jesus shared a very special meal with his disciples. It was to celebrate the Passover meal and Jesus gave this meal a new meaning for us today by his actions. Teacher leads children in a discussion so that they can write down how Jesus’ followers would have prepared for and celebrated this first Holy Thursday meal.

At the conclusion of Mass the priest says “Go now in Peace and serve the Lord.” This is the challenge and is at the heart of the Eucharistic celebration. Students talk about, write about, role play and visually represent practical ways that they can live in peace and serve the Lord.

Rituals for Eucharistic Themes refer to attachment. The two main parts of the Eucharist— the Liturgy of the Word and the Liturgy of the Eucharist – can be explored through the rituals matched to some of the principal rites of the Eucharist as set out in the following table.

### Rituals for Eucharistic Themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Theological Focus</th>
<th>Element of the Eucharist</th>
<th>Ritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>Baptised Christians gather in faith to remember Jesus and celebrate the reality of Christ’s presence.</td>
<td>Entrance Procession</td>
<td>Gathering</td>
</tr>
<tr>
<td>Making Peace</td>
<td>Reconciliation is essential for those who are gathered to participate in a sacrament that celebrates the love and unity of the Christian community.</td>
<td>Penitential Rite, Sign of Peace, Our Father</td>
<td>Making Peace</td>
</tr>
<tr>
<td>Listening</td>
<td>Jesus is present in the Word which is proclaimed as nourishment for Christian life.</td>
<td>Liturgy of the Word</td>
<td>Proclamation and Response</td>
</tr>
<tr>
<td>Caring</td>
<td>The Eucharist calls us to express our care and concern for the needs of others.</td>
<td>General Intercessions</td>
<td>Litany</td>
</tr>
<tr>
<td>Giving Thanks</td>
<td>The Eucharist commemorates God’s love for us and gives thanks for the gifts which are signs of God’s love.</td>
<td>Presentation of the Gifts</td>
<td>Procession</td>
</tr>
<tr>
<td>Sharing a Meal</td>
<td>At the Eucharist, as a faith community, we take, bless, break, and share bread as Jesus did. In this way Jesus remains present in the believing community, in the bread of life.</td>
<td>Fraction Rite and Communion Rite</td>
<td>Breaking Bread</td>
</tr>
<tr>
<td>Living the Message</td>
<td>Eucharistic people are called to share the spirit of love and unity as signs of God’s love.</td>
<td>Concluding Rite</td>
<td>Taking the Message</td>
</tr>
</tbody>
</table>


Lk 9:10-17 To PREPARE TO HEAR the Word - share experiences of gathering with friends and family. How are these people welcomed and provided for? How do we show hospitality to the unexpected guest? Define unknown words in the text i.e. crowd, welcome, provisions and disciple.
- Lk 9:10-17 To ENCOUNTER the Word after reading the text from the Bible tell the story using Godly Play Materials
- Lk 9:10-17 To RESPOND to the Word – students write a letter of thanks to someone who has shown them generosity and hospitality.
- Lk 9:10-17 To RESPOND to the Word – plan a shared lunch where everyone brings something to contribute so all have enough

### 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.