3.7 Eucharist: Jesus is with us

This unit develops students’ understanding of the celebration of the Eucharist. The unit focuses on the key parts of the Mass and explores the ways Christ is present. It presents the Mass as central to the life of the community. In it we remember and make present the saving act of God in Christ and give thanks and praise. In sharing the Eucharist we become one body in Christ.

|  |  |  |
| --- | --- | --- |
| **Values & Attitudes**  *Students will demonstrate that they are:* | **Knowledge & Understandings**  *Students will demonstrate that they can:* | **Skills**  *Students will demonstrate that they can:* |
| C2.2 willing to participate in celebrations which reflect the beliefs and traditions of the Catholic Church | describe ways in which the Catholic Church celebrates its beliefs and traditions | investigate ways in which the Catholic Church celebrates beliefs and traditions |
| L2.2 aware of ways in which they can respond to the presence of Jesus in their lives. | describe ways in which people respond to the presence of Jesus | create rituals which celebrate their responses to the presence of Jesus |

Syllabus Outcomes  
Church/Liturgical Year – Stage 2

Classroom Outcomes

*Students will be able to:*

* describe ways Catholics demonstrate their belief in the presence of Jesus Christ in the celebration of the Eucharist
* identify and describe the four main parts of the Mass
* demonstrate an understanding of the importance of Eucharist

|  |  |
| --- | --- |
| Scripture | Doctrine |
| Matthew 18:20 *Where two or three are gathered in my name*  Luke 22:7-20 *The Last Supper* | * Our Church remembers, celebrates and gives thanks for the life, death and Resurrection of Jesus * In the celebration of the Eucharist, Jesus Christ is present in the:   + community gathered   + Word of God   + bread and wine which become the body and blood of Christ   + priest who presides * The Eucharist strengthens us to live the Good News of Jesus Christ |

Spiritual Reflection for Teachers

“When we met at the restaurant, we each had a bottle of wine. We sat down, and began to talk about what was happening in our lives. Once the food came - and it was good food! - the conversation turned to what really matters in our lives – our achievements, our loves, our hopes and aspirations. When it was over, we both went home more hopeful, more encouraged.

Later, I couldn’t help thinking that there were some parallels between the dinner with my friend, and the Christian celebration of the Eucharist.

We come as we are, with our worries and fears, as well as our achievements. We listen to stories from those who have shared our human condition and have drawn strength from God’s grace. And we share the Bread of Life, to help us continue on, encouraged and hopeful.”

(Reflection of a teacher)

* *In what ways can you identify with this teacher’s experience?*
* *What is your sense of hope when you celebrate the Eucharist?*

Catechism of the Catholic Church

**Excerpts from the Catechism of the Catholic Church are included below as information for teachers. They present the Church’s teachings contained in this unit.**

**1101** The Holy Spirit gives a spiritual understanding of the Word of God to those who read or hear it, according to the dispositions of their hearts. By means of the words, actions, and symbols that form the structure of a celebration, the Spirit puts both the faithful and the ministers into a living relationship with Christ, the Word and Image of the Father, so that they can live out the meaning of what they hear, contemplate, and do in the celebration.

**1324** The Eucharist is "the source and summit of the Christian life." The other sacraments, and indeed all ecclesiastical ministries and works of the apostolate, are bound up with the Eucharist and are oriented toward it. For in the blessed Eucharist is contained the whole spiritual good of the Church, namely Christ himself, our Pasch.

1. The mode of Christ's presence under the Eucharistic species is unique. It raises the Eucharist above all the sacraments as the perfection of the spiritual life and the end to which all the sacraments tend. In the most blessed sacrament of the Eucharist "the body and blood, together with the soul and divinity, of our Lord Jesus Christ and, therefore, the whole Christ is truly, really, and substantially contained. This presence is called 'real' - by which is not intended to exclude the other types of presence as if they could not be 'real' too, but because it is presence in the fullest sense: that is to say, it is a substantial presence by which Christ, God and man, makes himself wholly and entirely present.

**1408** The Eucharistic celebration always includes: the proclamation of the Word of God; thanksgiving to God the Father for all his benefits, above all the gift of his Son; the consecration of bread and wine; and participation in the liturgical banquet by receiving the Lord's body and blood. These elements constitute one single act of worship.

**1413** By the consecration the transubstantiation of the bread and wine into the Body and Blood of Christ is brought about. Under the consecrated species of bread and wine Christ himself, living and glorious, is present in a true, real, and substantial manner: his Body and his Blood, with his soul and his divinity.

Scripture: Background Information

## Matthew 18:20 Where two or three are gathered in my name

This promise made to the disciples by Jesus is similar to the promise of God’s continued presence “until the end of the ages” at the end of Matthew’s Gospel. It is also similar to the promise: If two or three sit together and the words of the Law [are spoken] between them, the Divine Presence [Shekinah] rests between them (m.’Abot 3:2,6; 4:11). For Matthew, the new community of the Church is to gather together to pray, study and reflect on Jesus Christ, the new Lawgiver of God’s New Israel. It is there, in the holy assembly, that we will experience the presence of God, Jesus Christ, God’s Holy Spirit in our midst.[[1]](#footnote-1)

#### Luke 22: 7 – 20 The Last Supper

In this text, Jesus offers his whole life as a sacrifice to God for the sake of humanity: “given for you”. For the Hebrew people, the Passover “memorial” recalled and relived the saving action of God in the lives of his Chosen People, especially through the Exodus story. On this Passover night Jesus aligns his action of self-sacrifice with the saving action of God. Symbolic of the end time or Parousia when all will be fulfilled, the holy meal also indicates that his disciples will share at the banquet table of the Lord.[[2]](#footnote-2)

The Church’s Teaching and Lived Tradition

**In Traditio*n: To Know, Worship and Love,* Year 3, p57 – *The Celebrant’s Greeting at Mass***

(2 Corinthians 13:13)

The Celebrant’s greeting at the beginning of Mass proclaims the presence of the Risen Lord with the community who has gathered to celebrate. Our relationship with God is expressed through prayer. The members of the Church need to pray in different ways at different times, a balance of both personal and communal prayer. Students need to be aware of different ways of praying: praise, thanksgiving, petition and sorrow. They need also to become familiar with a variety of liturgical forms. Scripture is at the heart of all prayer, and the Liturgy of the Word should be celebrated often with young people. (*Directory for Masses with Children* 14)[[3]](#footnote-3)

**In Tradition*: To Know, Worship and Love,* Year 3, p89 – *Third Memorial Acclamation***

(1 Corinthians 11:26)

From the Greek word ‘anamnesis’, meaning *call to mind,* and from Hebrew Tradition we have the concept of *anamnesis*, Memorial. The whole eucharistic action is a memorial.In the Liturgy of the Eucharist we not only recall the saving action of Jesus in the past, we are able to experience those events in the present. We are able to experience continuously the effects of Jesus’ passion and death, and apply his Sacrifice as the perfect prayer for the living and the dead. The memorial acclamation in its various forms was included in our Eucharistic liturgy after Vatican II.[[4]](#footnote-4)

CelebratiON: Prayer and Liturgy

**Celebration is a key part of Religious Education. The following suggestions provide opportunities throughout the unit for celebration in prayer and liturgy. Most of these suggestions are included as ‘teaching/learning’ activities in Unit Content sections.**

* During class prayer, thank God for all the wonderful times of celebration in our lives.
* For daily class prayer, incorporate some of the rituals, prayers and responses used in the different parts of the Mass eg Penitential Act, Gloria, The Lord’s Prayer, blessing…
* Celebrate a Liturgy of the Word at various times while teaching this unit. Emphasise reverence for the Word of God, and the need to listen attentively to the Word. Include some of the responses and gestures used in the Mass. Organise a prayer space that reflects the dignity and importance of the Word of God.
* Use Luke 22:13–20 as a guided meditation. Provide a time for students to journal after reflecting on a series of ‘I Wonder’ statements.
* Invite students to write a prayer of thanks to God for giving us Jesus.
* During the Concluding Rite at Mass we are invited to ‘Go in peace to love and serve the Lord.’ Discuss with students: How can we live the message of the Gospel today? As a class brainstorm ideas and make a list of needs in the school and parish community, where we can make a difference through prayer or action. Incorporate these actions and intentions into the daily prayers of intercession.
* Organise and celebrate a class Mass. Involve the students in the preparation of a Mass – focus on the four main parts of the Mass.

Assessment

**Interim Assessment Statement 2014**

The identification of Teaching/Learning strategies as ‘suggested assessment’ has been removed from the 3-6 RE curriculum. The type of assessment activity and the way evidence of learning is gathered will vary, depending on such factors as; the outcomes being assessed, the evidence being gathered, the teaching and learning activity, context and students’ learning needs (NSW Board of Studies, <http://syllabus.bos.nsw.edu.au/support-materials/k-6-assessment-strategies/>) .

Assessment in Religious Education is based on the same principles as in other key learning areas. Please refer to the CEO Sydney site supporting the implementation of the Australian Curriculum in the context of the NSW BOS Syllabus. At this site <https://sites.google.com/a/syd.catholic.edu.au/professional-learning-modules/home> professional learning modules are provided to support teachers as they engage with the NSW BOS Syllabuses for the Australian Curriculum.

**Module 4, Assessment and Planning** explores the principles of effective assessment ***for***, ***as*** and ***of*** learning and considers a range of strategies and methods for assessing student learning. Activities focus on moving beyond assessment as an index of learning, towards assessment that motivates, enhances learning and achieves deeper understanding to meet the diverse learning needs of all as students. Participants are encouraged to reflect on assessment as a driver for improvement in teaching and learning.

**Religious Education Curriculum and Assessment**

In Year 3-6 Religious Education Curriculum, both Syllabus Outcomes and Classroom Outcomes are key reference points for decisions about students’ progress and achievement. Classroom outcomes are more specific to the unit content. Unit Content statement and *Students will learn* statements in each unit should also be taken into account in planning and developing learning and assessment opportunities. Outcomes and Unit Content Statements are derived from Syllabus objectives.

Effective Religious Education involves teaching the Catholic faith (Scripture, doctrine, traditions, prayer and sacraments) and nurturing the faith of the child. There is no attempt to assess the child’s faith. Assessment is concerned with skills, knowledge and understanding of the Catholic faith taught in the curriculum and supported in the religious life of the school.

Resources

***To Know Worship and Love – Year 3,* Chapters 7 & 11 (2003), James Goold House Publications, Melbourne, Victoria.**

Australian Episcopal Commission, (2001), *Mass Book for Young People*, Harper and Row

Catholic Education Office*,* Bathurst NSW, (1998), *Breathing Life Into the R.E Classroom, Creative Teaching Strategies for Religious Educators,* CEO, Bathurst NSW

Florian A, (2001), *Sign & Symbol, Word & Song, Creating and Celebrating Classroom Rituals*, Ave Maria Press Inc, Notre Dame,Indiana

Wintour R, (2000), *Just Imagine*: *Creative Ways of Presenting Scripture*, Mountjoy Enterprises, Brisbane

*The Sunday Missal*, (1986), E J Dwyer, Sydney

**Audio Visual** material available at CEO, Sydney Resource Centre:

*Understanding the Mass,* (1986), Paulist Press, Mahwah, NJ

Powell S & J, *Do this in memory of Me*, (1991), Catholic Broadcast Unit, Rockhampton

Powell J, *Our Special Bread,* (1988), Catholic Broadcast Unit, Rockhampton

*Celebrating the Eucharist,* (1987), Catholic Audio Visual Centre

*A Child’s First Communion*, (1987), Redemptorist Pastoral Publications, Liguori, Missouri

[*Together At One Altar*](http://www.togetheratonealtar.catholic.edu.au/index.cfm)*,* (2011) National Catholic Education Commission

Key to Symbol

✪ denotes higher order activity

Unit Content 1

**The Catholic Church celebrates the Sacrament of the Eucharist.**

*Students will learn:*

* about ways we celebrate with family, friends and community
* about the importance of the celebration of the Eucharist
* to distinguish the four parts of the Mass
* about the Introductory Rites

Unit Content: Background Information

Celebration is an important part of our lives. Celebrations reflect our understanding of who we are, what we value and what we believe. What events do we celebrate and why? Times of celebration help build our relationships with each other. What we celebrate reflects our values and priorities and can affirm the people involved.

Celebrations have rituals which incorporate symbols, words and actions that convey meaning to the people gathered. Rituals contain their own communal and cultural expression. The way a birthday or a wedding is celebrated in different communities may vary, yet each contains a degree of similarity.

This section of the unit explores the variety of celebrations that the students experience in their lives. Drawing on their life experience, the students recall celebrations that are important to them and the rituals and symbols used in these celebrations. Help the students make connections to the celebrations they have recalled and the celebration of Eucharist.

The Eucharist is the central celebration of the Catholic community. The Eucharist unites all Catholics as members of the one community, the one body of Christ. We gather in communion with each other. We join together in shared hope and belief in Jesus’ life, death and Resurrection.

As with all celebrations, the Eucharist has a structure. There are four main parts to the Mass:

1. The Introductory Rites
2. The Liturgy of the Word
3. The Liturgy of the Eucharist
4. The Concluding Rites

Each part of the Mass uses its own symbols and rituals. Explore these with students at an appropriate level. The two central parts of the Mass are the Liturgy of the Word and Liturgy of the Eucharist.

Suggested Teaching/Learning Strategies

* Students bring a photo of a celebration that is special to them. They share their experience of this celebration in small groups. Students write a description or brief recount of the celebration and display with their photos.
* During class prayer, students are given the opportunity to thank God for all the wonderful times of celebration in their lives.
* Read appropriate literature related to special meals and celebrations. This could be used as a springboard for discussion about celebrations.
* Talk with students about celebrations. What is involved in a celebration? Who participates? What are the characteristics of a good celebration? Introduce the terms: symbol and ritual.
* Individually or in groups, students select a specific celebration, eg a birthday, wedding reception, family Christmas party. Record ways we do the following in these celebrations: Gather, Listen, Share a ‘meal’, and End the celebration.

|  |  |
| --- | --- |
| **Name of Celebration** | **The Eucharist** |
| We gather together at a designated place. People greet each other. People are welcomed. |  |
| We tell stories of our family or group and talk to each other about what has been happening in our lives. |  |
| We share a meal and drinks or share snacks. We might also give presents to the person who is celebrating. |  |
| We say goodbye and leave. Some people may arrange to meet at another time. |  |

**We Gather for Mass**

* Tell the story **‘We Gather for Mass’** using suggested resources and script - see Resource Sheet 2.
* Engage students in wondering. Some suggested wondering statements are:

I wonder whether you’ve seen any of this before.

I wonder why the gathered community is called the Body of Christ.

* Draw a poster of a church. Make a class collage depicting people or even the school gathering for Mass, using digital photos or drawings. Include the words of Jesus, “Where two or three are gathered in my name …with the collage.
* Read with the students Matthew 18:20 (KWL, Year 3, p57). Use the class collage as a stimulus for a class conversation using the ‘I wonder’ strategy. I wonder:
  + what Jesus means by this?
  + how we know Jesus is present?
* Read *Loving and Praising Our God in the Liturgy* (KWL, Year 3, p54-55). Why is the Mass a special celebration for Catholics?
* View the illustration in KWL, Year 3, p52–53. What can you see? What symbols are in the picture? What do you notice about the children? Discuss the symbols presented.

**The Introductory Rites**

* Tell the story **‘Introductory Rites’** using suggested resources and script - see Resource Sheet 3.
* Engage students in wondering. Some suggested wondering statements are:

I wonder what parts of this you’ve heard or seen before.

I wonder which part of this you like the best.

I wonder what it means to say that Jesus is present in the community gathered.

I wonder what it means to say that Jesus is present in the priest.

* Students explore the story or a part of it by:

using story materials to retell the story.

illustrating or writing about a part of the story of their choice..

* Refer back to Celebration Chart. Decide together where the Introductory Rites goes on the chart.
* Explore a variety of greeting rituals people might use. Invite students from a variety of cultural backgrounds to share traditional greetings used in their culture. For example, some people greet each other with a kiss or a handshake.
* Read *The Celebrant’s Greeting* *at Mass* in the ‘In Tradition’ section (KWL, Year 3, p57). Help students to locate the Greeting in the Introductory Rites section of *The Mass Book for Young People.* Students learn the response, ‘And with your Spirit.’
* For daily class prayer, incorporate some of the rituals, prayers and responses used in the Introductory Rites of the Mass, eg Entrance Hymns, Greeting, Penitential Act, Gloria (or parts of it). Use [Together At One Altar](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-landing.cfm?loadref=5) - Choose the ‘Overview of the Mass’ section and click on parts of the Mass you have referred to in the ‘Introductory Rites’. You can then display an image and explanation of each part or the Mass Text with the people’s responses.

Unit Content 2

In the Liturgy of the Word, the Word of God is proclaimed.

*Students will learn:*

* about the ways we remember Jesus in the Mass
* to participate in the Mass and become familiar with some responses
* about the Liturgy of the Word

Unit Content: Background Information

As a Catholic community we celebrate the presence of Jesus with us. Jesus Christ is with us when we gather in his name. During the celebration of the Eucharist, Jesus is present in the:

- community gathered

* + - Word proclaimed
    - gifts of bread and wine which become the body and blood of Christ
    - priest who presides.

On the Road to Emmaus, the risen Jesus enters into a conversation with the two disciples. They talk about the recent experiences and Jesus explains the Scriptures to them. Jesus helped the disciples see that the Word of God spoke to their present situation. In the Liturgy of the Word we listen to the Word of God and ponder how God’s Word can speak to our present circumstances.

The Liturgy of the Word is essentially a dialogue between God and the community gathered. The Liturgy of the Word proclaims the story of our salvation. The pattern of the Liturgy of the Word allows for listening and responding. The climax is the proclamation of the Gospel and its acclamation. The community listens to the Word of God and remembers events in Jesus’ life and his teachings.

The Holy Spirit prepares the hearts of the community to hear and receive God’s Word. As we listen to the Scriptures proclaimed, we enter into relationship with God, deepening our understanding and communion with him. Through the Homily, the Word of God is explained to the community. It is the Holy Spirit at work in us that enables us to see how we can live God’s Word.

Suggested Teaching/Learning Strategies

* Read a picture book about remembering. It is in remembering special people and events that they are made present to us again. Link this to our reason for celebrating the Eucharist, i.e. to remember, to make present the saving action of Jesus Christ.

**Liturgy of the Word**

* Tell the story **‘Liturgy of the Word’** using suggested resources and script - see Resource Sheet 4.
* Engage students in wondering. Some suggested wondering statements are:

I wonderif you know anyone who reads at Mass.

I wonderwhat your favourite story is from the Old Testament.

I wonderwhat your favourite story is about Jesus.

I wonder if you know any of the beliefs we proclaim in the Creed.

* Briefly talk about how stories are shared during celebrations. Refer back to Celebration Chart. Decide together where the ‘Liturgy of the Word’ goes on the chart.
* Students recall Scripture stories they are familiar with. Students spend time retelling, recounting or illustrating their favourite Scripture texts.
* Discuss the actions, words and symbols associated with the Liturgy of the Word.
* Use [Together At One Altar](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-content.cfm?loadref=41) – ‘God Speaks We Listen’ to explore the meaning and Mass texts for the Liturgy of the Word.
* Ask students to look at the first picture in KWL, Year 3, p56. Where is the priest? What is happening? Why is this a special time during Mass? Who is speaking? What is being shared? Who is listening?
* Read KWL, Year 3, p55. Find the sentence that tells about the importance of the Liturgy of the Word. How is Jesus present? Highlight for the students that it is the Holy Spirit who enables us to encounter Jesus Christ in the Word.
* Celebrate a Liturgy of the Word at various times while teaching this unit. Emphasise reverence for the Word of God, and the need to listen attentively to the Word. Include some of the responses and gestures used in the Mass. Organise a prayer space that reflects the dignity and importance of the Word of God.
* Learn to sing an Alleluia verse or a psalm.
* Draw children’s attention to the Profession of Faith. The Creed or parts of it could be used in prayer. However, at this age the students are not expected to recite the Creed by heart.
* The Prayer of the Faithful (General Intercessions) - Model for students the structure for writing prayers of petition for use in the Prayer of the Faithful during the Mass. It may be best initially to work as a whole class group using a scaffold.

The Prayer of the Faithful includes, in the following order, prayers for the needs of:

the Church, the world, people with special needs, the local community.

The prayers all follow the same structure. Three common structures are:

‘For ...’ e.g. For all who follow Christ, that they may be united in faith and love.

‘That ...’ e.g. That during Lent people may turn away from sin and follow you.

‘May ...’e.g. May the birth of Jesus bring peace and joy to all people.

Each prayer is followed usually by either ‘Lord hear us’ or ‘Let us pray to the Lord’ with the response of the people being ‘Lord hear our prayer’

Note: *The structure for the Prayer of the Faithful is used for Masses or Liturgies of the Word.*

* In groups, students gather news clippings about current news events and write a prayer of intercession which could be used at Mass. These could be shared in class prayer.
* Invite students to write their own prayers using the structure of the Prayer of the Faithful. Use ‘Lord, hear us’ or ‘Let us pray to the Lord’ with the response ‘Lord, hear our prayer.’
* Children write about or illustrate the importance of the Word of God.

– Describe and illustrate the symbols, words and actions used within the Liturgy of the Word.

* + - Develop a list of quiz-type questions about the Liturgy of the Word. Place these questions within the layers of wrapping paper for a game of ‘Pass the Parcel.’

Unit Content 3

In the Liturgy of the Eucharist, we give thanks for the life, death and Resurrection of Jesus and share the bread and wine – the body and blood of Christ.

*Students will learn:*

* about the presence of Jesus in the celebration of the Eucharist
* to participate in the Mass and be familiar with some responses

Unit Content: Background Information

For the Jews, the Passover celebrates the Exodus event, their liberation from Egypt. Israel is delivered from slavery to freedom, from death to new life. This saving act of God is celebrated and made present to the memory of the people every time. Jesus celebrated Passover with his disciples before his death.

In the Liturgy of the Eucharist the Paschal mystery of Christ is celebrated. The word ‘eucharist’ means ‘thanksgiving’. We praise and give thanks to God for the life, death and Resurrection of Jesus. It is an anamnesis or memorial. The sacrifice of Christ that reconciles us with God is not just recalled, it is made present again. In the celebration of the Eucharist, we call to mind and participate in the saving act of Jesus Christ.

The Liturgy of the Eucharist commences with the preparation of the gifts of bread and wine, the bringing of these gifts to the altar by members of the community and the prayer of the priest over the gifts. The liturgy then flows into the Eucharistic Prayer. The Eucharistic Prayer is a dialogue involving the priest and the community. The prayers and responses prayed by the community promote full, conscious and active participation in the liturgy.

During the Liturgy of the Eucharist, the priest leads the Eucharistic Prayer. The priest is called to the special ministry of acting as Christ’s minister through the power of the Holy Spirit. Through the Eucharistic Prayer the priest repeats the actions of Jesus at the Last Supper.

The community proclaims the presence of Jesus Christ with us now, and looks forward to his second coming. In the Eucharistic Prayer, we remember that we are united as the universal Church and we pray for the whole Church. In the Communion Rite the bread and wine have become for us the body and blood of Christ. The Prayer after Communion concludes the Liturgy of the Eucharist.

At this age level it is appropriate to make links between the Last Supper and the Eucharistic prayer and the sharing of communion. Assist the students to identify the symbols, words and actions in the Liturgy of the Eucharist. Take the opportunity to practise some responses of the Mass with the children.

Suggested Teaching/Learning Strategies

* Read a picture book about remembering. It is in the remembering of special people and events that they are made present to us again. Link this to our reason for celebrating the Eucharist. Note: This activity also begins Unit Content 2. Use your discretion on how and when you might use picture books without being too repetitive.
* Look at the illustration of ‘The Last Supper’ (KWL Year 3, p84-85). What does this show? What other times did Jesus gather with his friends to share a meal? Invite students to share stories of times when Jesus celebrated with his friends.

**The Last Supper**

* Tell the Story of **‘The Last Supper’** (Lk 22:7-20) using visuals provided in unit and Resource Sheet 5 for story script.
* Engage students in wondering. Some suggested wondering statements are:

I wonder what it would have been like to share this meal with Jesus.

I wonder what Jesus meant by the words “This is my body which will be given for you”

I wonder how Jesus felt as he shared this last meal with his disciples.

I wonder if the disciples understood what Jesus was doing.

* Use Luke 22:13–20 as a guided meditation. Provide a time for students to journal after meditation.
* Use [Together at One Altar](http://www.togetheratonealtar.catholic.edu.au/explore/dsp-landing.cfm?loadref=1) for an animated retell of the story of The Last Supper (Lk 22:14-23).

**Liturgy of the Eucharist**

* Tell the story **‘Liturgy of the Eucharist’** using Resource Sheet 6 for suggested resources and script.
* Engage students in wondering. Some suggested wondering statements are:

I wonder why we praise and thank God for Jesus.

I wonder how you feel when the bread and wine become the Body and Blood of Christ.

I wonder what you could say to Jesus after receiving Him in Holy Communion.

* Invite students to further explore the stories, ‘The Last Supper’ (KWL Year 3, p88-89) and ‘Liturgy of the Eucharist’ Select from the following:
* Use the materials to retell these stories.
* View some artists’ impressions of the Last Supper – see [Together at One Altar](http://www.togetheratonealtar.catholic.edu.au/explore/dsp-landing.cfm?loadref=1) and choose the learning object ‘Images of the Last Supper’. Invite students to create their own

image of what it may have looked like.[[5]](#footnote-5) ✪

* Use the ‘Curtains Up – Curtains Down’ technique to dramatise Luke 22:13-20.
* Organise and present an Echo Mime of (*Just Imagine*, Rina Wintour, p53).
* Refer back to Celebration Chart. Decide together where the ‘Liturgy of the Eucharist’ goes on the chart.
* Recall the doctrine ‘In the celebration of the Eucharist…’ How do we show reverence for the body and blood of Jesus?
* View a DVD or PPT presentation on the Eucharist. Focus on the section relating to the Liturgy of the Eucharist or use [Together at One Altar](http://www.togetheratonealtar.catholic.edu.au/explore/dsp-landing.cfm?loadref=1) and choose the learning object ‘The Last Super and the Mass’.
* Compare the words used during the consecration (KWL, Year 3, p87) with the words Jesus spoke during the Last Supper (KWL, Year 3, p88-89).
* Use various prayers and responses of the Liturgy of the Eucharist during prayer. Use the Mass Books for Young People (or a revised Mass Missal), referring to the relevant pages for the Liturgy of the Eucharist. Some of the responses are located in KWL, Year 3, p56-57, *but as these are not yet the new translation, use* [Together At One Altar](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-landing.cfm?loadref=5), choose ‘Overview of the Mass’ and click onto parts on which you want to focus. You can choose an image and explanation and then the Mass text and response for that part.
* Explain to the students the meaning of ‘Amen’ as ‘yes, I believe.’ When we say ‘Amen’ at Communion, we are really saying, ‘yes, I believe in the presence of the Risen Lord.’
* Students describe what happens in the Liturgy of the Eucharist or list some key actions and words. Use photos or clip art to illustrate the key events in the Liturgy of the Eucharist.
* Visit the church and invite the priest to show the students the ciborium, chalice and the paten. Take digital photos and label them for classroom display. If this is not possible visit [Together at One Altar](http://www.togetheratonealtar.catholic.edu.au/craft/dsp-landing.cfm?loadref=3) and choose the learning objects ‘What is on the Sanctuary?’ and / or ‘Preparing the Church for Mass’.
* Discuss the meaning of the word ‘Eucharist’ as thanksgiving. Invite students to write a prayer of thanks to God for giving us Jesus.
* Learn a Eucharistic hymn.
* Organise the celebration of a class Mass. Involve students in the preparation – focus on the four main parts of the Mass.
* Teach and allow time to practise how to receive communion e.g. how to hold hands, bowing before receiving the host, reverence in moving to and from seat and spending time in prayer.

Unit Content 4

The Eucharist gives us strength to live the Good News.

*Students will learn:*

* about the Eucharist as a source of strength and nourishment
* about the Concluding Rites
* to identify the ways we can love and serve God and one another

Unit Content: Background Information

The focus of the Concluding Rites is a blessing and a sending forth to live what we have celebrated. We are sent forth to share with others what we have seen and heard, and what we believe. We go forth from the Mass, nourished by the Word and the Eucharist to continue our vocation and our mission in the world.

The Eucharist is central to the life of the Church. The celebration of the Eucharist reminds us of Jesus’ life and teachings – Jesus is present with us. In the Mass we celebrate the saving action of God through Jesus. We then go forth to be Jesus in the world, bringing God’s saving activity to others. We are reminded that we are the body of Christ and we continue the mission of Christ. The celebration of the Eucharist nourishes us and strengthens us to live our vocation. We go forth renewed to serve Christ in others, to proclaim Jesus in the word and action of our daily lives.

Suggested Teaching/Learning Strategies

* Tell the story **‘Concluding Rites’** using Resource Sheet 7 for suggested resources and script.
* Engage students in wondering. Some suggested wondering statements are:

I wonder which part of the Mass you like best.

I wonder in which part/s of the Mass you feel close to Jesus.

I wonder how we can take Christ into our world.

I wonder why the Mass is so important for Catholics.

* Share with students the section on the Concluding Rites in the Mass Book for Young People and / or [Use Together At One Altar](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-landing.cfm?loadref=5), choose ‘Overview of the Mass’ and then choose ‘the Final Blessing’. You can then choose either the explanation and also the Mass text and response. Use this in class prayer.
* Refer back to Celebration Chart. Decide together where the ‘Concluding Rites’ goes on the chart.
* During the Concluding Rites at Mass we are invited to ‘Go and announce the Gospel of the Lord.’  [Use Together At One Altar, ‘Live’ section](http://www.togetheratonealtar.catholic.edu.au/live/dsp-landing.cfm?loadref=4), choose Learning Objects - ‘Concepts for a Eucharistic Life’ and ‘Sent Forth on mission’ to stimulate discussion with students on how can we live the message of the Gospel today? Class brainstorm ideas and make a list of needs in the school and parish community, where we can make a difference through prayer or action. Incorporate these actions and intentions into the daily prayers of intercession.
* Invite members of the parish and/or school community to visit the class and share their beliefs in the presence of Jesus. Discuss with students how celebrating the Eucharist helps to nurture and strengthen their faith.
* List the four parts of the Mass and describe what happens in each.
* Fold a page into four and ask students to record the ways Jesus is present in the celebration of the Eucharist.

|  |  |
| --- | --- |
| Community Gathered | Word of God |
| Communion / Jesus’ body and blood | Priest who presides / priest / celebrant |

* Children explain the importance of the Eucharist to them using word, illustration or symbol.

**Resource Sheet 1**

**Structure of the Mass**

**Introductory Rites**

Entrance Hymn

Entrance Procession

Greeting

Penitential Act (or Rite of Blessing and Sprinkling of Holy Water)

Gloria (Sundays only)

Opening Prayer

**Liturgy of the Word**

First Reading

Responsorial Psalm

Second Reading

Gospel Acclamation (Alleluia)

Gospel

Homily

Profession of Faith (Creed)

General Intercessions (Prayer of the Faithful)

**Liturgy of the Eucharist**

Preparation of the Gifts

Prayer over the Gifts

Eucharistic Prayer

Communion Rite

Our Father

Sign of Peace

Breaking of the Bread

Communion

Prayer after Communion

**Concluding Rites**

Blessing

Dismissal

**Resource Sheet 2**

We Gather for Mass

**You will need:**

* cloth (colour of the season)
* white felt circle cut into four quadrants: 2 large and 2 small - - see quadrant templates on RE online
* 10 peg figures and 1 priest (white material to represent alb with material

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the color of the season to represent chasuble and stole)

*(Note: The materials above will also be used in the following stories in this unit.)*

* Bible
* bread on a plate
* grape juice in chalice/wine goblet
* cards: Introductory Rites; Liturgy of the Word; Liturgy of the Eucharist; Concluding Rite (see below)

*Lay**seasonal cloth down. Place the quadrants on top of the underlay to form a circle as in illustration above.*

*Place the peg figures around the circle facing inwards to represent the community gathered. Place the priest at the top of the circle. Trace your finger around the circle as you say:*

**When we celebrate Mass we come together as the community of God.**

*Point to each quadrant as you say:*

**We can look at the Mass as being made up of four parts.**

*Hold the card ‘Introductory Rites’ as you say:*

**The first part, called the Introductory Rites, gathers us together into the community that is the Body of Christ.**

*Place Introductory Rites card in quadrant 1.*

*Show the card ‘Liturgy of the Word’ as you say:***The second part is called the Liturgy of the Word.***Place Liturgy of the Word card in quadrant 2.*

*Hold up the Bible as you say:*

**During the Liturgy of the Word we listen to the Scriptures, the Word of God.**

*Place the open bible in quadrant 2.*

*Show the card ‘Liturgy of the Eucharist’ as you say:*

**The third part is called the Liturgy of the Eucharist.**

*Place Liturgy of the Eucharist card in quadrant 3.*

*Hold up the bread and wine as you say:*

**During the Liturgy of the Eucharist we remember what Jesus said and did during the Last Supper. We give thanks to God and we receive Jesus in Holy Communion.***Place bread and wine in quadrant 3.*

*Hold the card ‘Concluding Rites’ as you say:*

**The fourth part is called the Concluding Rites.**

*Place Concluding Rites card in quadrant 4.*

**During the Concluding Rites the priest blesses us**

*Turn the figures out toward the students.*

**The priest sends us out to take Christ into our world.**

*Point to each quadrant as you say:*

**These are the four parts of the Mass: the Introductory Rites, the Liturgy of the Word, the Liturgy of the Eucharist and the Concluding Rites.**

*Pause for a while before wondering with the students.***I wonder whether you’ve seen any part of this before.**

**I wonder why the gathered community is called the Body of Christ.**

**Resource Sheet 3**

**Introductory Rites**

**You will need:**

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* cloth (colour of the season)
* white felt circle cut into four quadrants - see quadrant templates on RE online
* 10 peg people, 1 priest (white material to represent alb with material the

color of the season to represent chasuble and stole)

*Note: the above materials are the same as used in ‘We Gather for Mass’*

* cards: Introductory Rites, Entrance hymn, Entrance procession, Greeting, Penitential Act, Gloria, Opening Prayer (see below)

*Lay**seasonal cloth down. Place the quadrants on top of the underlay to form a circle as in illustration above.*

*Place the peg figures around the circle facing inwards to represent the community gathered. Trace your finger around the circle as you say:*

**When we celebrate Mass we come together as the community of God.**

*Point to each quadrant as you say:*

**We can look at the Mass as being made up of four parts: The Introductory Rites, the Liturgy of the Word, the Liturgy of the Eucharist, and the Concluding Rites.**

*Hold the card ‘Introductory Rites’ as you say:*

**The first part, called the Introductory Rites, gathers us together into the community that is the Body of Christ.**

*Place Introductory Rites card in quadrant 1.*

*Hold the card ‘Entrance Hymn’ as you say:***At the beginning of the Introductory Rites we sing the Entrance Hymn together.**

*Place the Entrance Hymn card in quadrant 1 below Introductory Rites card.*

*Move the priest as if in procession to the edge of the circle as you say:*

**The priest and servers join the singing as they process from the back of the church to the altar.**

*Hold the card ‘Entrance Procession’ as you say:*

**This is called the Entrance Procession.**

*Place the Entrance Procession card in quadrant 1 below Entrance Hymn card.*

*Hold the card ‘Greeting’ as you say:*

**In the Greeting the priest welcomes us saying: “The Lord be with you.” We respond saying, “And with your spirit.”** *(Children may join with you in this response.)*

*Place the Greeting card in quadrant 1 below Entrance Procession card.*

*Hold the card ‘Penitential Act’ as you say:*

**During the Penitential Act we ask God’s help for a change of heart.**

*Place the Penitential Act card in quadrant 1 below Greeting card.*

*Hold the card ‘Gloria’ card as you say:*

**We praise and thank God in the prayer called the Gloria.**

**It begins with the words, “Glory to God in the highest, and on earth peace to people of goodwill…”**

*Place the Gloria card in quadrant 1 below Penitential Act card.*

*Hold the card ‘Opening Prayer (Collect)’ as you say:*

**The Opening Prayer is the last prayer of the Introductory Rites. This prayer is also called the ‘Collect’ because the priest ‘collects’ the people’s prayers and offers them to God. This completes the gathering of all the people present into a single body. Now those gathered together are ready to hear the word of God.**

*Place the Opening Prayer (Collect) card in quadrant 1 below Gloria card.*

*Point to the Introductory Rites card as you say:*

**The Introductory Rites gather us together as the community of God through the Entrance Hymn and Procession, the Greeting, Penitential Act, Gloria and Opening Prayer.**

*Point to the people, as you say:*

**In the celebration of the Mass, Jesus is present both in the community gathered**

*Point to the priest, as you say:*

**and in the priest.**

*Pause for a while before wondering with the students.*

**I wonder what parts of this you’ve heard or seen before.**

**I wonder which part of this you like the best.**

**I wonder what it means to say that Jesus is present in the community gathered.**

**I wonder what it means to say that Jesus is present in the priest.**

**Resource Sheet 4**

**Liturgy of the Word**

**You will need:**

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* cloth (colour of the season)
* white felt circle cut into four quadrants - see quadrant templates on RE online
* 10 peg people, 1 priest (white material to represent alb with material the color

of the season to represent chasuble and stole)

* bible
* cards: Liturgy of the Word, First Reading, Responsorial Psalm, Second Reading, Gospel, Homily, Creed, Prayer of the Faithful (see below)

*Lay**seasonal cloth down. Place the quadrants on top of the underlay to form a circle as in illustration above.*

*Place the peg figures, including the priest, around the circle facing inwards to represent the community gathered. Trace your finger around the circle as you say:*

**When we celebrate Mass we come together as the community of God.**

*Point to each quadrant as you say:*

**We can look at the Mass as being made up of four parts: The Introductory Rites, the Liturgy of the Word, the Liturgy of the Eucharist, and the Concluding Rites.**

*Hold the card ‘Introductory Rites’ as you say:*

**The first part, called the Introductory Rites, gathers us together into the community that is the body of Christ.**

*Place ‘Introductory Rites’ card in quadrant 1.*

*Hold the card ‘Liturgy of the Word’ as you say:*

**The second part of the Mass is called the Liturgy of the Word.**

*Place Liturgy of the Word card in quadrant 2.*

*Hold up the Bible as you say:.*

**During the Liturgy of the Word we listen to the Scriptures, the Word of God**

*Place bible beside you.*

*Hold the card ‘First Reading’ as you say:*

**During the First Reading we listen to God’s word, which is usually taken from one of the books of the Old Testament in the Bible.**

*Place First Reading card in quadrant 2 below Liturgy of the Word card.*

*Show Old Testament section to the class. Place bible beside you.*

*Hold card ‘Responsorial Psalm’ as you say:*

**The First Reading is followed by the Responsorial Psalm.**

*Place Responsorial Psalm card in quadrant 2 below First Reading card.*

*Show Book of Psalms in Old Testament to the class as you say:*

**The Responsorial Psalm usually comes from the Book of Psalms, which is also in the Old Testament.**

*Place bible beside you.*

*Hold card ‘Second Reading’ as you say:*

**Sometimes there is a second reading.**

*Place Second Reading card in quadrant 2 below Responsorial Psalm card.*

*Show Acts of the Apostles and Letters in the New Testament as you say:*

**The Second Reading usually comes from the Acts of the Apostles or from one of the letters in the New Testament of the Bible.**

*Place bible beside you.*

*Hold card ‘Gospel’ as you say:*

**The priest then reads a story from one of the Gospels.**

*Place Gospel card in quadrant 2 below Second Reading card.*

*Show the Gospels in the bible to the class as you say:*

**The Gospels are the stories about what Jesus said and did when he was on earth. These stories are in the New Testament.**

*Place the bible near quadrant 2.*

*Hold card ‘Homily’ as you say:*

**In the homily the priest helps us to understand God’s word in the readings.**

*Place Homily card in quadrant 2 below Gospel card.*

*Hold card ‘Creed’ as you say:*

**We pray the Creed on Sundays and some feast days. In the Creed we say what we believe, as Catholics.**

*Place Creed card in quadrant 2 below Homily card.*

*Hold card ‘Prayer of the Faithful’ as you say:*

**In the Prayer of the Faithful we pray for the Church, the world and its people.**

*Place Prayer of the Faithful card in quadrant 2 below Creed card.*

*Point to the Liturgy of the Word card as you say:*

**The second part of the Mass is called the Liturgy of the Word.**

**During the Liturgy of the Word we listen to the Scriptures, the Word of God.**

*Point to the people, as you say:*

**In the celebration of the Mass, Jesus is present in the community gathered,**

*Point to the priest, as you say:*

**in the priest.**

*Point to the Bible, as you say:*

**and in the Word of God.**

*Pause for a while before wondering with the students.*

**I wonderif you know anyone who reads at Mass.**

**I wonderwhat your favourite story is from the Old Testament.**

**I wonderwhat your favourite story is about Jesus.**

**I wonder what it means to say Jesus is present in the Word of God**

**I wonderif you know any of the beliefs we proclaim in the Creed.**

**Resource Sheet 5**

The Last Supper

(Luke 22:7 - 20)

**You will need:**

* 3.7 ‘The Last Supper’ Visuals (print from RE Online and laminate for use)
* Bible

*Students are seated in a semi-circle ready to listen to the story. When the children are settled, get the materials and carry them respectfully to the storytelling place as you would the Bible. Place these beside you and say:*

*Place class Bible, open at Luke, in front of you with your hand on it.*

**This story comes from the Gospel according to Luke, which is in the New Testament section of the Bible.**

*Place Bible beside you. Hold Visual 1 in front of you.*

**

**Every year the people of Israel would travel to the great city of Jerusalem to celebrate the Feast of the Passover. Jesus and the disciples would travel from the Galilee area to Jerusalem to celebrate this great feast together.**

*Place Visual 1 on the floor to your far right facing the children.*

*Hold Visual 2 in front of you.*

**

**On the day of the Passover Jesus sent Peter and John out, saying “Go and prepare the Passover meal for us.**

*Place Visual 2 on the left of Visual 1.*

*Hold Visual 3 in front of you.*

**

**When everything was ready Jesus took his place at the table and his apostles with him. He said, “I have been longing to share this Passover meal with you.”***Place Visual 3 on the left of Visual 2.*

*Hold Visual 4 in front of you.*

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**While they were eating Jesus took a loaf of bread, and after giving 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.”**

*Place Visual 4 on the left of Visual 3.*

*Hold Visual 5 in front of you.*



**Then Jesus did the same with the cup. He offered thanks and gave the cup to them saying, “This is my blood, which is given for you. Do this in remembrance of me.”**

*Place Visual 5 on the left of Visual 4.*

*Pause quietly for a moment, and then begin to wonder together.*

*Carefully pack story materials into storage box and put on shelf. Ensure that children are watching so they know how to pack the materials away and where to find them.*

**I Wonder**

**I wonder what it would have been like to share this meal with Jesus.**

**I wonder what Jesus meant by the words “This is my body which will be given for you.”**

**I wonder how Jesus felt as he shared this last meal with his disciples.**

**I wonder if the disciples understood what Jesus was doing.**

**Resource Sheet 6**

**Liturgy of the Eucharist**

**You will need:**

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* cloth (colour of the season)
* white felt circle cut into four quadrants - see quadrant templates on RE online
* 10 peg people, 1 priest (white material to represent alb with material the color

of the season to represent chasuble and stole)

* bible
* bread on a plate
* grape juice in chalice/wine glass
* cards: Liturgy of the Eucharist, Preparation of the Gifts, Eucharistic Prayer, The Lord’s Prayer, Sign of Peace, Communion, Thanksgiving after Communion (see below)

*Lay**seasonal cloth down Place the quadrants on top of the underlay to form a circle as in illustration above.*

*Place the peg figures, including the priest, around the circle facing inwards to represent the community gathered. Trace your finger around the circle as you say:*

**When we celebrate Mass we come together as the community of God.**

*Point to each quadrant as you say:*

**We can look at the Mass as being made up of four parts.**

*Encourage students to join with you in the following summary of the four parts of the Mass.*

*Hold the card ‘Introductory Rites’ as you say:*

**The first part, called the Introductory Rites, gathers us together into the community that is the Body of Christ.**

*Place Introductory Rites card in quadrant 1.*

*Show the card ‘Liturgy of the Word’ as you say:***The second part is called the Liturgy of the Word.***Place it in quadrant 2.*

*Hold up the Bible as you say.*

**During the Liturgy of the Word we listen to the Scriptures, the Word of God.**

*Place the open bible in quadrant 2.*

*Hold the card ‘Liturgy of the Eucharist’ as you say:*

**The third part of the Mass is called the Liturgy of the Eucharist. During the Liturgy of the Eucharist we remember what Jesus said and did during the Last Supper. We give thanks to God and we receive Jesus in Holy Communion.**

*Place the Liturgy of the Eucharist card in quadrant 3.*

*Hold the card ‘Preparation of the Gifts’ as you say:*

**The Liturgy of the Eucharist begins when the gifts of bread and wine are brought to the altar. We sometimes call this the Offertory Procession.**

*Place the Preparation of the Gifts card in quadrant 3 below Liturgy of the Eucharist card.*

*Hold the card ‘Eucharistic Prayer’ as you say:*

**The priest leads the Eucharistic prayer. In this prayer we give thanks for Jesus and through the work of the Holy Spirit, the bread and wine become the Body and Blood of Christ.**

*Place the Eucharistic Prayer card in quadrant 3 below Preparation of the Gifts card.*

*Hold bread in your hands, showing the children as you say:*

**The priest takes the bread, blesses it and says the words Jesus used at the Last Supper:**

**‘Take this, all of you, and eat of it, for this is my Body which will be given up for you.’***Place the bread near quadrant 3.*

*Hold the cup of grape juice as you say:*

**The priest then takes the wine and blesses it saying the words Jesus used at the Last Supper:**

**‘Take this all of you and drink from it, for this is the chalice of my blood…’**

*Place the cup of grape juice near quadrant 3.*

*Hold the cards ‘The Lord’s Prayer’ and ‘Sign of Peace’ as you say:*

**We pray The Lord’s Prayer and share the Sign of Peace to help us prepare for Communion.**

*Place The Lord’s Prayer and Sign of Peace cards in quadrant 3 below Eucharistic Prayer card.*

*Hold the card ‘Communion’ as you say:*

**Communion is the great gift that Jesus left us. The priest says, “The Body of Christ.”**

**We say, ‘Amen’. We are really saying, ‘yes we believe we are receiving the body of Christ’. This strengthens us to become the body of Christ.**

*Place the Communion card in quadrant 3 below Sign of Peace card.*

*Hold the card ‘Prayer after Communion’ as you say:*

**The Liturgy of the Eucharist ends with the priest leading the Prayer after Communion.**

*Place the Prayer after Communion card in quadrant 3 below Communion card.*

*Point to the Liturgy of the Eucharist card as you say:*

**The third part of the Mass is called the Liturgy of the Eucharist. During the Liturgy of the Eucharist we remember what Jesus said and did during the Last Supper. We give thanks to God and we receive Jesus in Holy Communion.**

*Point to the people, and say*

**In the celebration of the Mass, Jesus is present in the community gathered,**

*Point to the priest, and say*

**in the priest,**

*Point to the Bible and say*

**in the Word of God**

*Point to the bread and wine and say*

**and in the bread and wine which become the Body and Blood of Christ.**

*Pause for a while before wondering with the students.*

**I wonder why we praise and thank God for Jesus.**

**I wonder how you feel when the bread and wine become the Body and Blood of Christ.**

**I wonder what you could say to Jesus after receiving Him in Holy Communion.**

**Resource Sheet 7**

**Concluding Rites**

**You will need:**

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* cloth (colour of the season)
* white felt circle cut into four quadrants
* 10 peg people, 1 priest (white material to represent alb with material the

color of the season to represent chasuble and stole)

* bible
* bread on a plate
* grape juice in chalice/wine glass
* cards: Concluding Rites, Blessing (see below)

*Lay seasonal cloth down. Place the quadrants on top of the underlay to form a circle as in illustration above.*

*Place the peg figures, including the priest, around the circle facing inwards to represent the community gathered.*

*Trace your finger around the circle as you say:*

**When we celebrate Mass we come together as the community of God.**

*Point to each quadrant as you say:*

**We can look at the Mass as being made up of four parts.**

*Hold the card ‘Introductory Rites’*

**The first part, called the Introductory Rites, gathers us together into the community that is the body of Christ.**

*Place Introductory Rites card in quadrant 1.*

*Show the card ‘Liturgy of the Word’ as you say:***The second part is called the Liturgy of the Word.***Place Liturgy of the Word card in quadrant 2.*

*Hold up the Bible as you say:*

**During the Liturgy of the Word we listen to the Scriptures, the Word of God.**

*Place the open bible in quadrant 2.*

*Show the card ‘Liturgy of the Eucharist’ as you say:*

**The third part is called the Liturgy of the Eucharist. During the Liturgy of the Eucharist we remember what Jesus said and did during the Last Supper. We give thanks to God and we receive Jesus in Holy Communion.***Place Liturgy of the Eucharist card in quadrant 3.*

*Hold the card ‘Concluding Rites’ as you say:*

**The Concluding Rites bring the Mass to an end.**

*Place Concluding Rites card in quadrant 4.*

*Hold the card ‘Blessing’ in one hand and make the sign of blessing that the priest makes with the right hand as you say:*

**The priest blesses us in the name of the Father and of the Son and of the Holy Spirit.**

*Place the Blessing card in quadrant 4 below ‘Concluding Rites’.*

*Turn the figures out toward the students as you say:*  **The priest sends us out to take Christ into our world. The priest says, “Go forth, the Mass is ended.”**

**And we say, “Thanks be to God.”**

*Pause for a while before wondering with the students.*

**I wonder which part of the Mass you like best.**

**I wonder in which part/s of the Mass you feel close to Jesus.**

**I wonder how we can take Christ into our world.**

**I wonder why the Mass is so important for Catholics.**

Penitential Act

Opening Prayer (Collect)

Gloria

Greeting

Entrance Procession

Entrance Hymn

**Introductory Rites**

**Liturgy of the Word**

First Reading

Responsorial Psalm

Second Reading

Gospel

Homily

Creed

Prayer of the Faithful

**Liturgy of the Eucharist**

Preparation of the Gifts

Eucharistic Prayer

The Lord’s Prayer

Sign of Peace

Communion

Prayer after Communion

**Concluding Rites**

Dismissal

Blessing

1. KWL, Teaching Companion, 3a, p98 [↑](#footnote-ref-1)
2. KWL,Teaching Companion, 3a, p132 [↑](#footnote-ref-2)
3. KWL, Teaching Companion, 3a, p99 [↑](#footnote-ref-3)
4. KWL, Teaching Companion, 3a, p133 [↑](#footnote-ref-4)
5. KWL, Teaching Companion, 3a, p135 [↑](#footnote-ref-5)