

## Celebrating With The People of God

In *Celebrating With The People of God* students learn about the Sunday celebration of the Mass. In Part 1 they explore Sunday as the special day when Catholics gather at the Mass to listen, remember and give thanks to God, receive Holy Communion and go out to love and serve the Lord. In Part 2 students look at the story of the Feeding of the Five Thousand to explore ways Jesus Christ nourishes and cares for the people, and ways they might be an expression of God's care.

### DOCTRINAL FOCUS

In planning to teach this unit the following references from the Catechism of the Catholic Church and the Compendium of the Catechism of the Catholic Church are recommended:

**#1373** 'Christ Jesus, who died, yes, who was raised from the dead, who is at the right hand of God, who indeed intercedes for us', is present in many ways to his Church: in his word, in his Church's prayer, 'where two or three are gathered in my name', in the poor, the sick, and the imprisoned, in the sacraments of which he is the author, in the sacrifice of the Mass, and in the person of the minister. But 'he is present ... most especially in the eucharistic species'.

(See *Compendium* #282 *How is Christ present in the Eucharist?*)

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

(See *Compendium* #281 *In what way does the Church participate in the eucharistic sacrifice?*)

**#1346** The Liturgy of the Eucharist unfolds according to a fundamental structure which has been preserved throughout the centuries down to our own day. It displays two great parts that form a fundamental unity:

- the gathering, the liturgy of the Word, with readings, homily and general intercessions;
- the liturgy of the Eucharist, with the presentation of the bread and wine, the consecratory thanksgiving, and communion.

The Liturgy of the Word and Liturgy of the Eucharist together form 'one single act of worship'; the eucharistic table set for us is the table both of the Word of God and of the Body of the Lord.

(See *Compendium* #277 *How is the celebration of the Eucharist carried out?*)

### SPIRITUAL REFLECTION FOR TEACHERS

Hunger and need can take many forms – physical hunger, a hunger for knowledge, freedom, justice, love, companionship, peace. 'You give them something to eat' (Lk 9: 13). Jesus Christ throws this challenge to the Twelve as they are confronted by a

hungry crowd at the end of a day in a deserted place. How do Jesus' words challenge you? Who are the 'hungry' in Australian society?

There is a spiritual hunger in the world today – and it cannot be satisfied by better cars on longer credit terms (Adlai E. Stevenson, US Ambassador to the UN, 1961–65). Sometimes there is a tension between the values embodied in the Mass, such as love, community, sacrifice and service, and some of the values of the developed world in the twenty-first century. What place do you see for the Mass and the values it embodies?

In the Dismissal Rite in the Mass the congregation is commissioned to go in peace to love and serve. How do you embody this in your own life?

## LINKS WITH STUDENTS' EXPERIENCES

The Church community gathers at the Mass to celebrate and remember the life of Christ. Through this experience individuals are nourished by God in order to love and serve others. Students are developing familiarity with the Mass at this stage. *What place does the Eucharist have in the lives of the students in your class?*

Students have some understanding of rituals and symbols associated with celebrations. They have basic knowledge of the symbols and rituals connected with the Eucharist.

Through role models at home and at school students are developing an understanding of service as a means of helping those in need. *What does it mean to be in need, and how do we know when others are in need?*

## EXPLANATION OF SCRIPTURE

### **Mt 18: 19–20 Two or Three Gathered in My Name**

These verses are used in the context of Matthew's presentation of the community life of Christians. Verses 19 and 20 emphasise the need for Christians to reach agreement and harmony in making important decisions, particularly decisions about the life of the community. These verses follow an instruction about how to reconcile those who have taken a wrong turn, and they precede an appeal for generous forgiveness of each other. However, the chief impact of verse 20 in particular has been to remind Christians throughout time and history that when they gather together in Jesus' name he is present with them. This is especially true when we gather together to celebrate the Eucharist. Hence the Church (*Constitution on the Liturgy #7*) quotes this verse to assure us that 'Jesus Christ is present, when the Church prays and sings, for he promised: "Where two or three are gathered together in my name, there am I in the midst of them"' (Mt 18: 20). Of course discernment, reconciliation and forgiveness, which are the context of these words in the gospel, are vital to the celebration of the Eucharist too.

### **Lk 9: 12–17 Feeding of the Five Thousand**

The account of the feeding of the five thousand is the perfect gospel to use in the context of speaking about the Eucharist because of its emphasis on Jesus Christ as the source of nourishment and life. The crowds follow him because they recognise that he can make a difference to their lives, and he in turn hospitably 'welcomes' them. Luke's account also brings into clear focus the actions of Jesus Christ: 'he took the five loaves of bread and the fish. He looked up to heaven. He thanked blessed and broke them. He gave them to the disciples to serve the crowd'. This parallels exactly the fourfold action

of the Eucharist: the priest takes bread (Preparation of Gifts) - gives praise and thanksgiving - over it (Eucharistic Prayer), breaks it (Breaking of Bread), and gives it to the people (Communion Rite). Luke's recounting of this miracle takes place in the context of Jesus sending his disciples out to do his work, and he explicitly involves his disciples in the work of feeding the people. The point is clear: all who belong to Jesus Christ are not only nourished themselves, but also participate in his work of nourishing others.

## POSSIBILITIES FOR PRAYER AND WORSHIP

- In the prayer place display images of people and things that 'nourish' us, e.g. a favourite story, a family celebrating a meal, the parish community, the eucharistic signs of bread and wine. Set up a lectern or book stand for the place of the Word. Set up also a small table in a similar fashion to the parish altar. Gather around these as a prayer focus. Pray prayers of thanksgiving throughout the unit. Continue to link the words 'the Eucharist' with 'giving thanks'.

- Thanksgiving Prayer:

Invite students to close their eyes and think of all the people who love and help them. Pray a spontaneous litany style of prayer. The response to the litany could be 'We thank you, God'.

Introduction: *Let us thank God for some special people:*

*God, our Father, we come together to say thank you for all the people who love and help us.*

Children name those for whom they wish to give thanks.

Conclusion: *God, our Father, we thank you for the many gifts you give us.*

*We thank you especially for the gift of Jesus Christ. Amen.*

- The resource *Children's Psalms to Pray, Sing and Do* (David Haas, St Anthony Messenger Press) has a section entitled 'Psalms for When I Want to Thank and Praise God'. Haas has written a reflection/activity to accompany each psalm.
- Each child places a paper cut-out person to form a circle around an image of the eucharistic symbols of bread and wine. This circle builds up a visual understanding of 'community'. Read the Gospel of Matthew 18: 19–20. To conclude, all sing 'We Remember You' (Bernadette Farrell, *Share the Light*, OCP Publications).
- Include prayer throughout the unit, e.g:
  - Begin and end each day with the welcome and dismissal used in the Mass (see *KWL*, 2nd edition, Book 1, Chapter 2, p. 21).
  - One person says the words for the Sign of the Cross, the class responds with 'Amen'!
- Pray a guided meditation with the class around the story of the Feeding of the Five Thousand (Lk 9: 12–17). The resource *Guided Meditations for Children* has a meditation titled 'Jesus Feeds the Crowd' on p. 214.

**Related Chapters** – *KWL*, 2nd edition, Book 1: Chapter Two, Together at Mass; Chapter 20, Too Many to Feed.

**Faith concepts:** celebration, service, belonging, symbol, ritual, community.

**Understandings:**

Jesus Christ is with us in the Mass.

The People of God gather together to celebrate the Mass each Sunday.

The Mass is the most important celebration in the Church.

The Mass is made up of different parts and has many symbols and actions that help us know Jesus Christ.

At the Mass people are called to love, serve and care for others.

**Unit specific learning:**

<b>Students will learn about</b>	<b>Students will learn to</b>	<b>Students will undertake to</b>
<i>Knowledge and Understanding</i>	<i>Reasoning &amp; Responding</i>	<i>Personal &amp; Communal Engagement</i>
<ul style="list-style-type: none"> <li>• The main parts of the Mass: gathering listening, giving thanks to God, departing.</li> <li>• The signs and symbols of the Mass and their meanings.</li> <li>• Ways in which Jesus Christ is present in the Mass.</li> <li>• The words and actions of Jesus Christ in the story of Too Many To Feed.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own experiences of gathering.</li> <li>• Make a connection between their own experiences of celebrations and the Church's celebration of the Mass.</li> <li>• Express their feelings, ideas, perceptions and thinking in response to the story of Too Many To Feed.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in prayer, song and meditation.</li> <li>• Organise and be part of a class Mass.</li> </ul>

## Part 1: Together at the Mass

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p><b>The Mass</b> The first Christians gathered for the Breaking of the Bread on the first day of the week (Sunday, the day of Resurrection). Sunday is the principal or main day when Catholics celebrate the Mass.</p>	<p><b>Telling the Story</b> Students identify objects which are important and special to them. They draw and write about these objects, bring them to class and make a class collection.</p>	
<p>The name Mass comes from the Latin word <i>missa</i> meaning dismissal. <i>Ite Missa est</i> is the Latin for Go, [it] is dismissed, referring to the congregation. The word Mass derives from that phrase used at the end of the liturgy.</p>	<p>Students brainstorm the special objects they see at the Mass.</p>	<p><b>Assessment for Learning</b> This activity will indicate students' prior knowledge and understanding of sacred objects.</p>
<p>The Mass is made up of four parts:</p> <ol style="list-style-type: none"> <li>1. <b>Introductory Rite</b> – the gathering of the community.</li> <li>2. <b>Liturgy of the Word</b> – proclamation of the Word of God.</li> <li>3. <b>Liturgy of the Eucharist</b> – Eucharistic prayer and communion.</li> <li>4. <b>Concluding Rite</b> – the dismissal, or sending forth to love and serve others.</li> </ol> <p>At this stage children are not expected to learn the four parts of the Mass. However, they are introduced to what happens at the Mass through:</p> <ul style="list-style-type: none"> <li>– gathering</li> <li>– listening</li> <li>– giving thanks to God</li> <li>– departing</li> </ul>	<p>Prepare a gold box that includes things such as a cup, a plate, an altar (small box with a white cloth over the top), a Bible, a candle, etc. to represent the items used in the Mass.</p> <p><b>Wondering</b> Invite students to wonder with you: I wonder what could be inside this special box?</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>We are laying the foundations for further exploration in later years. The children ought to be encouraged to make their own statements about the Mass, about the people gathered, and what happens during the celebration.</p>	<p><b>Telling the Story</b>            Take items out one by one and ask the students to match the object to its correct label. Discuss what the items are used for.</p> <p><b>Wondering</b>            I wonder where you would see these items?            I wonder where we have seen these items before?            I wonder what they are?            I wonder why we have them and how we use them?            I wonder if you have items like these in your home?            I wonder if we use these items when we are together at home?</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment				
<p><b>Jesus Christ is truly present:</b></p> <ul style="list-style-type: none"> <li>• in the <i>assembly</i> gathered in his name;</li> <li>• in the <i>priest</i> who gathers the people and leads them in prayer;</li> <li>• in the <i>Scriptures</i> which are the Word of God;</li> <li>• and above all, in his body and blood.</li> </ul>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Students draw or construct a model of each item, label it and explain its use.</li> <li>• Individually students identify family meals and celebrations. They record in the grid and share their responses with the class.</li> </ul> <table border="1" data-bbox="819 568 1417 775"> <tr> <td data-bbox="819 568 1117 671"><b>What we need</b></td> <td data-bbox="1117 568 1417 671"><b>What we do</b></td> </tr> <tr> <td data-bbox="819 671 1117 775"><b>What we talk about</b></td> <td data-bbox="1117 671 1417 775"><b>Where we gather</b></td> </tr> </table> <ul style="list-style-type: none"> <li>• Students write a recount of their favourite family celebration at home.</li> </ul>	<b>What we need</b>	<b>What we do</b>	<b>What we talk about</b>	<b>Where we gather</b>	<p><b>Assessment of Learning</b></p> <p>This activity will demonstrate students' understanding of the sacred objects used during the Mass.</p>
<b>What we need</b>	<b>What we do</b>					
<b>What we talk about</b>	<b>Where we gather</b>					
	<p><b>Telling the Story</b> Read <i>KWL</i>, 2nd edition, Book 1, Chapter 2, pp. 14–19.</p> <p><b>Wondering</b> Invite students to wonder with you: I wonder how it feels when we gather together? I wonder why people like to get together and celebrate? I wonder when we gather together? I wonder why we say thank you to God at the Mass?</p>					

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Students identify three things they want to thank God for. Students use the following sentence starter: 'Thank you God for ...'</li> </ul> <p><b>Telling the Story</b></p> <p>Attend a weekday Mass in the parish church, or discuss with the students the parts of the Mass and the importance of the Mass.</p> <p>Invite the priest or a parishioner to speak with the students about the Mass.</p>	



Additional Reading for Teachers	Learning & Teaching Sequence	Assessment										
	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Students sequence and illustrate the main parts of the Mass.</li> <li>Students get into groups and discuss the way Catholics celebrate when they get together at the Mass. Students record in the grid and share their responses with the class.</li> </ul> <table border="1" data-bbox="819 584 1415 791"> <tr> <td data-bbox="819 584 1115 687"><b>What we need</b></td> <td data-bbox="1115 584 1415 687"><b>What we do</b></td> </tr> <tr> <td data-bbox="819 687 1115 791"><b>Why we go</b></td> <td data-bbox="1115 687 1415 791"><b>Where we gather</b></td> </tr> </table> <ul style="list-style-type: none"> <li>Compare the differences and similarities between the times we gather at home and the times we gather at the Mass.</li> <li>Students identify where Jesus Christ is present in their lives (e.g. the Mass, friendships, prayer). Write and illustrate four ways that Jesus Christ is present.</li> </ul> <table border="1" data-bbox="819 1158 1415 1386"> <thead> <tr> <th colspan="2" data-bbox="819 1158 1415 1193"><b>Jesus Christ is present to me ...</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="819 1193 1115 1286"><i>When I'm at the Mass</i></td> <td data-bbox="1115 1193 1415 1286"><i>When I'm with friends</i></td> </tr> <tr> <td data-bbox="819 1286 1115 1386"><i>When I pray</i></td> <td data-bbox="1115 1286 1415 1386"><i>When I ....</i></td> </tr> </tbody> </table>	<b>What we need</b>	<b>What we do</b>	<b>Why we go</b>	<b>Where we gather</b>	<b>Jesus Christ is present to me ...</b>		<i>When I'm at the Mass</i>	<i>When I'm with friends</i>	<i>When I pray</i>	<i>When I ....</i>	<p><b>Assessment of Learning</b> Through this activity students will identify the main parts of the Mass: gathering, listening, giving thanks to God, departing.</p> <p><b>Assessment of Learning</b> This activity will indicate students' awareness of Jesus Christ's presence in their lives</p>
<b>What we need</b>	<b>What we do</b>											
<b>Why we go</b>	<b>Where we gather</b>											
<b>Jesus Christ is present to me ...</b>												
<i>When I'm at the Mass</i>	<i>When I'm with friends</i>											
<i>When I pray</i>	<i>When I ....</i>											

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p><b>The objects and symbols used in the Mass include:</b></p> <ul style="list-style-type: none"> <li>– the processional cross</li> <li>– candles</li> <li>– the lectionary</li> <li>– the lectern (the stand from which the Word and homily are proclaimed)</li> <li>– bread</li> <li>– paten (plate or dish for the bread)</li> <li>– wine</li> <li>– chalice (cup or goblet for the wine)</li> <li>– altar</li> <li>– liturgical colours</li> </ul>	<p><b>Praying the Word</b> Students learn and sing 'Great Times with Jesus', in <i>Great Times with Jesus</i>.</p> <p><b>Telling the Story</b> Organise a visit to the church and explore the objects in the church with the parish priest or member of the parish team. Take photos with the digital camera of the items in the church, e.g. vestments, altar, baptismal font, the lectern, the lectionary, etc.</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Create a classroom wall display with the key words from the church.</li> <li>• Use the photos to create a big book. Students work in groups to label each item, its use, when it is used, how it is used, and any questions they have about it.</li> <li>• Provide 3D materials and invite the students to roleplay the parts of the Mass.</li> <li>• 'Go in peace to love and serve the Lord'. Students identify two ways they can go about this important phrase that is spoken at the end of the Mass</li> </ul> <p><b>Praying the Word</b> Students plan and participate in a Mass.</p>	

## Part 2: Too Many To Feed

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>The feeding of thousands is recorded in all four gospels. The eucharistic symbolism in these stories is very clear. Jesus Christ, the Bread of Life, is feeding the hungry. There is a fourfold pattern in these stories that is found in every Mass.</p> <ol style="list-style-type: none"> <li>1. Jesus <b>took</b> bread (Preparation of Gifts);</li> <li>2. He blessed it and <b>gave thanks</b> (Eucharistic Prayer);</li> <li>3. He <b>broke</b> it (Fraction Rite);</li> </ol> <p>He <b>gave it</b> to them (Communion).</p>	<p><b>Telling the Story</b></p> <ul style="list-style-type: none"> <li>• Students identify foods they love, and say why. Illustrate or create out of playdough.</li> <li>• Students identify their favourite meal of the day and discuss with a partner.</li> <li>• Retell the Feeding of the Five Thousand from Lk. 9: 12–17 using concrete materials.</li> </ul> <p><b>Wondering</b></p> <p>I wonder if the five loaves and two fishes would be enough to feed all these people?  I wonder how much each person would get?  I wonder how you would feel if you were one of these people in the crowd?  I wonder if this reminds you of an experience in your life?  I wonder if you can think of a time when you have felt really hungry?</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>As disciples of Jesus Christ, we too need to respond to the call of these stories. The world is hungry, both spiritually and physically. We are being called to share whatever little we have, so that all may be fed.</p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Students read in pairs or individually <i>KWL</i>, 2nd edition, Book 1, Chapter 20, pp. 146–152.</li> <li>• Individually or in pairs students retell the story of the feeding using concrete materials as a way of exploring the story for themselves.</li> <li>• Students use playdough, crayons or paint to depict their favourite part, character or symbols in the story.</li> <li>• Students sequence the main events in the narrative and illustrate with the related symbols and gestures</li> </ul>	<p><b>Assessment of Learning</b></p> <p>These activities will demonstrate students' knowledge of the events, symbols and gestures of the Feeding of the Five Thousand as well as their thinking, perceptions and feelings about the story.</p>
	<p><b>Telling the Story</b></p> <p>Explore with students the concept of having enough (surplus, need).</p> <p>Students rank the following words in order of importance of need: PlayStation, food, clothes, bike, family, books, friends.</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Students use de Bono's hats to analyse the story. This can be as a whole class or in small groups, and either discussed or recorded on an organiser. If students are not used to this strategy choose one or two hats only. The red and white hats are a good start.</li> </ul> <p><b>Red hat:</b> feelings – How did the people feel? How does this story make you feel? How did the people feel at the end of the story?</p> <p><b>Green hat:</b> creativity – What would you do? Could you change this story to make it better?</p> <p><b>Black hat:</b> negative aspects – What were the problems associated with the people?</p> <p><b>White hat:</b> state the facts – What happened?</p> <p><b>Yellow hat:</b> Look at the good points.</p> <p><b>Purple hat:</b> What can you learn from this story?</p> <ul style="list-style-type: none"> <li>Students colour and cut out five loaves and two fishes; they stick these on a sheet with a key phrase from the text.</li> <li>In groups students participate in an echo mime – Feeding Many People.</li> <li>Students learn and sing a song about this scripture text, e.g. 'Bread and Fishes' by Peter Kearney. Students create actions to go with the song.</li> </ul>	<p><b>Assessment of Learning</b></p> <p>This task will demonstrate what students think, perceive and feel about this story.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p><b>Wondering</b>            Invite students to wonder with you:            I wonder why Jesus fed the people?            I wonder what the disciples wanted to do?            I wonder what Jesus did to the bread and fishes before giving them to the people?</p>	
	<p><b>Responding</b>            Students identify times when they have shared something with others, and times when someone has shared with them.</p>	<p><b>Assessment of Learning</b>            This activity will indicate students' ability to identify times of sharing in their lives.</p>
	<p><b>Praying the Word</b></p> <ul style="list-style-type: none"> <li>• Write a thank-you prayer to Jesus Christ for something you are grateful for.</li> <li>• Share in a final liturgy.</li> </ul>	

### RESOURCES

#### *To Know, Worship and Love, 2nd Edition*

Book 1: Chapter Two, Together at Mass; Chapter 20, Too Many to Feed.

#### Teacher Resources

Wintour, R 2006, *Just Imagine 4: Many Ways of Presenting Scripture Creatively*, Mountjoy Enterprises, Manly QLD.

#### Music, CDs

Kearney, P 1999, 'Bread and Fishes' in *How Far to Bethlehem*, Little Portion Studio.

### RELIGIOUS EDUCATION STANDARDS

This unit may be used to assess some of the Level 2 standards.

Students interpret biblical stories and stories in Church Tradition by making a response and expressing their own ideas, feelings and perceptions. Students distinguish the key objects, signs, symbols and actions of the sacraments of Initiation and seasons of the Church by explaining what they mean.

