

The Seven Sacraments: Signs of God's Presence

In *The Seven Sacraments: Signs of God's Presence* students explore each of the seven sacraments. They explore signs, symbols and rituals. Students explore the sacraments as sacraments of initiation, healing and service. At the conclusion of the unit students demonstrate their learning through the planning of a liturgy on sacramental living.

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:

#950 All the sacraments are sacred links uniting the faithful with one another and binding them to Jesus Christ.

(See *Compendium #225 What is the relationship of the sacraments to Christ?*)

#1116 Sacraments are 'powers that come forth' from the Body of Christ, which is ever-living and life-giving. They are actions of the Holy Spirit at work in his Body, the Church. They are 'the masterworks of God' in the new and everlasting covenant.

(See *Compendium #226 What is the link between the sacraments and the Church?*)

#1127 Celebrated worthily in faith, the sacraments confer the grace that they signify. They are *efficacious* because in them Christ himself is at work: it is he who baptises, he who acts in his sacraments in order to communicate the grace that each sacrament signifies.

(See *Compendium #229 Why are the sacraments efficacious?*)

#1210 Christ instituted the sacraments of the new law. There are seven: Baptism, Confirmation, the Eucharist, Penance, the Anointing of the Sick, Holy Orders and Matrimony. The seven sacraments touch all the stages and all the important moments of Christian life: they give birth and increase, healing and mission to the Christian's life of faith. There is thus a certain resemblance between the stages of natural life and the stages of the spiritual life.

(See *Compendium #250 How are the sacraments of the Church divided?*)

SPIRITUAL REFLECTION FOR TEACHERS

The gifts we give each other for birthdays are symbols of love, friendship and self-giving. They not only express the friendship and love that exists between the giver and the receiver, they also enhance the experience of friendship and love. They may also be a symbol of God's love. Each day we can encounter symbols and signs of God's love. Jesus Christ is the perfect sign of God's love. What are the people, places and times that are signs of God's love in your life?

The seven sacraments are expressions of a God who embraces, welcomes and nourishes, who forgives and heals, who loves and lives for the other. Have you experienced God in any of these ways? In what ways is your life an expression of love, service, healing and welcome?

The seven sacraments touch the important stages of life: birth, growth, healing, commitment and mission. How do you connect the sacraments to these experiences?

LINKS WITH STUDENTS' EXPERIENCES

Students have varied understandings and experiences of sacraments. Students belong to local, global and church communities which give them opportunities to serve others and celebrate significant events. *What is the significance of the sacraments for your students?*

The need for healing and restoration of right relationships is real in the lives of students. Through the media they are confronted with the need for healing between nations, groups and individuals. *How can students be empowered to bring about the healing that is needed in their lives and the healing that is needed in the world?*

EXPLANATION OF SCRIPTURE

Baptism: Rom 6: 3–4

Baptism in this text and in other places in the New Testament is referred to as a burial, followed by a raising up. As Paul says (and the words of the funeral rite echo him) it is as if we die with Christ in baptism so as to share in his resurrection. This understanding of baptism as initiation into the mystery of the death and resurrection of Jesus Christ is the key understanding of baptism in the New Testament. It establishes the concept of life out of death as the very pattern of Christian life. Other rich interpretations of the sacrament, such as cleansing from original and actual sin, initiation into the community of the Church, becoming children of the family of God, being saved, flow from this core understanding of the sacrament.

Confirmation: Acts 8: 14–17

Most of the accounts of baptism in the New Testament associate the gift of the Holy Spirit with the experience of being baptised and in the early Church the two sacraments were closely related, as they still are in the Eastern tradition. However, as this account shows, there was also some separation in time between baptism in water and the laying on of hands, which we associate with the sacrament of Confirmation and the gift of the Holy Spirit. The apostles go to newly baptised believers in Samaria to lay hands on them, and they receive the fullness of the Holy Spirit.

The Eucharist: Jn 6: 51–54

This brief excerpt is taken from Jesus Christ's discourse on the bread of life. It follows John's account of the feeding of the multitude. Jesus Christ refers to himself as the bread of life, and insists that it is through eating his flesh and drinking his blood that real life, eternal life, is assured. It is easy to feel sympathy with those who protest at this language. But John, writing perhaps for a divided and wavering community years after the death and resurrection of Christ, wants to reiterate in the strongest possible terms the centrality of Jesus Christ as the way to eternal life, and the significance of the Eucharist, the eating and drinking of the body and blood of Christ, as the matchless way of sharing directly and completely in the life of Jesus Christ.

Reconciliation: Jn 20: 22–23

A powerful experience of reconciliation took place on the evening of the Resurrection. In a closed room the frightened disciples were hiding in fear and, it may be imagined, in shame and grief. Fear, shame and grief are the inevitable outcomes of the sinful state of human beings. Though he had been betrayed and deserted, Jesus Christ came among the disciples without recrimination or accusation, and with a greeting of

peace. He breathed his Holy Spirit into them and entrusted them with dealing with the sins of others, and sharing the forgiveness and peace they have received from him. This authority is handed on from the apostles to the bishops and priests of the Church.

Anointing of the Sick: Jas 5: 14–15

The origins of this sacrament are clearly seen in this letter of the early Church. The elders of the community (presbyters – priests) were called when someone was sick, and the patient was prayed over and anointed with oil, a substance widely used medicinally in the ancient world, and still used to massage and strengthen the body. But it was not only the body which was healed and strengthened. The letter also refers to the forgiveness of sin, the inner healing this sacrament brings.

Marriage: Jn 2: 1–2

Marriage is a social and legal reality as well as a sacrament. Most societies have rituals and rules concerning the union of men and women and the formation of a new family. Jesus' presence at this marriage in Cana at which he first manifested his glory in such abundance conveys the way the Church understands the love of man and woman, and sees their love and union as a sacramental sign of how God loves us, and of how deeply, faithfully and lavishly Christ loves the Church (cf. Eph 5: 23).

Holy Orders: 1 Tim 4: 14

That the Church was organised and ordered from earliest times is conveyed by many references in the Acts of the Apostles and the Letters. Those chosen as either overseers (*episcopi*), presbyters or deacons were called to their office of service and leadership by the laying on of hands. This brief reference to the 'ordination' of Timothy by the laying on of hands makes it clear that spiritual gifts of preaching and teaching are conveyed in the action. They are not to lie unused, but are to be employed for the building up of the Christian community.

POSSIBILITIES FOR PRAYER AND WORSHIP

- In groups, prepare three prayer celebrations related to the three main groupings of sacraments: Initiation, Healing, and Service of Community. Use symbols or symbolic actions, readings and prayers from the rites, music, song, and pictures if they are helpful (e.g. a sick person, a married couple). All join in these celebrations at an appropriate time during the unit.
- Prepare a class PowerPoint reflection on what it means to be 'lost'. Use images and songs that express this reality in human life, i.e. people we would consider to be 'on the edge' of, or lost in, society. Include the reading of Lk 15: 4–7. Reflect on how we can be a healing, welcoming and forgiving community.
- In the parish church celebrate the First or Second Rite of Reconciliation as a class. Prepare the readings, songs and reflections for the celebration. The reflection in *KWL*, 2nd edn, Year 5, Chapter 5, p. 63 may be helpful as an examination of conscience.
- Pray using Gal 3: 26–29. Use reflective music, read the text, pray for the different 'groups' in your community and ask God for the gift of unity. Choose appropriate symbols and rituals to use.
- Invite a priest or deacon to visit your class. After discussing the role he plays in the Church pray a class prayer over him. Invite the students to raise their hands and pray the prayer in *KWL*, 2nd edn, Year 5, Chapter 13, p. 133.

- Invite a married couple to your class. After discussing what the sacrament of Marriage means for them, invite the students to raise their hands and pray a prayer of thanksgiving over them.
- Have a time of *Lectio Divina* (sacred reading). Use a scripture passage such as Mt 26: 26–30:
 - Read the passage slowly.
 - Invite the students to choose from it a word or short phrase.
 - Allow a few minutes of silence for them to meditate on the word or phrase (this can be done with the breathing).
 - Conclude by rereading the passage together.
- Students plan a whole-school or class Mass, e.g. a Votive Mass of the Holy Eucharist. Students take part as lectors, musicians, singers, participants in processions (Gospel Procession, Procession of Gifts), altar servers, and as those who prepare the liturgical environment beforehand.
- With the parish priest, plan a celebration of Eucharistic Adoration and Benediction. Ensure that the students have the prayers and responses on cards so that they can participate more fully. Within the celebration allow time for silent prayer. The students may wish to pray the ‘Jesus’ prayer (as a mantra) during the silent time.

Related Chapters – *KWL*, 2nd edn, Year 5: Chapter 4, The Seven Sacraments; Chapter 5, Reconciliation and Healing; Chapter 13, The Sacrament of Holy Orders; Chapter 14, We Receive Jesus in the Eucharist; Chapter 15, We Worship Jesus in the Eucharist.

Faith concepts: sacrament, ritual, initiation, healing, service, sign, symbol, presence, community, celebration.

Seeking understanding:

What is a sacrament?

Why do Catholics celebrate the seven sacraments?

What symbols, signs and rituals are used?

Understandings:

Sacraments are sacred rituals of the Catholic Church that bring God’s love and help people to celebrate God’s work in them and in the community.

The sacraments welcome people, heal people and help them to live in service to the community.

Each sacrament focuses on important times in people’s lives when they celebrate their relationship with God.

Scripture Text: Mt 25: 34–46.

Unit specific learning:

Students will learn about	Students will learn to	Students will undertake to
<i>Knowledge and Understanding</i>	<i>Reasoning & Responding</i>	<i>Personal & Communal Engagement</i>
<ul style="list-style-type: none"> • The meaning of the signs, symbols, rituals and gestures in the seven sacraments. • What constitutes a sacrament. • Why Catholics celebrate seven sacraments. • The significance of the sacraments classified as sacraments of Initiation, sacraments of Healing and sacraments of Service. 	<ul style="list-style-type: none"> • Make connections between secular and sacred signs, symbols, rituals and gestures. • Represent their thoughts and ideas about symbols. • Formulate questions, opinions and values and provide reasons for their thinking. • Express their interpretation of Scripture. 	<ul style="list-style-type: none"> • Develop a personal journal. • Participate in a class Mass. • Collaborate within a small group to plan communal prayer.

PHASES OF STUDENT INQUIRY

Additional Reading for Teachers	Orientation to Inquiry <i>What do students already know, think or feel in relation to the topic? What are students' questions about the topic? What experiences and reflections can we offer students to become engaged with the topic?</i>	Assessment: for learning, as learning, of learning
	<ul style="list-style-type: none"> • Learning Journals Students begin a prayer and reflection journal. This will be filled out throughout the unit for students to record and monitor their new learning and reflections. 	
<p>Signs: A sign is something that gives information, instruction or warning. Generally, a sign has a relatively clear and simple meaning. Jesus, referring to new shoots on a tree, comments that they are a sign that summer is coming. Red traffic lights are a sign that cars should stop.</p> <p>Symbols: A symbol, on the other hand, is an action or object that is capable of touching people at many levels and can have many layers of meaning. A symbol invites us to make a response and it draws people into the reality it represents.</p> <p>An example of a symbol is a kiss. A kiss is not exactly identifiable with the love it represents but it is a gesture that conveys and actually deepens the love of which it is a symbol, and in doing so binds closer those</p>	<ul style="list-style-type: none"> • Signs and Symbols The teacher presents a display of signs common to the students, e.g. road signs, exit signs, danger signs. Students identify what each sign represents. In pairs or small groups, students classify the signs on large pieces of paper under headings, e.g. information signs, instruction signs, warning signs. These are displayed around the room. Present a display of symbols common to the students, e.g. a ring, a peace sign, a dove, a birthday cake, a heart or a rose. Students identify what each symbol represents. The teacher directs a class discussion/brainstorm on symbols known to the students. 	<p>Assessment for Learning This task will provide some information about how students understand and perceive secular sign and symbol.</p>

<p>who exchange the gesture. Of course a kiss means little if the partners do not love each other, and it can be a sign of treachery; for example, Judas betrayed Jesus Christ with a kiss.</p> <p>The symbols of Christian life and faith, especially the sacraments, have a similar role in our lives of faith. Each of the sacraments has special words, signs and actions which draw us into the life of God and bind us to the Body of Christ, the Church. The sacraments affirm the goodness of the material world since it is through physical realities such as bread, wine, oil, water, touch and words animated by the Holy Spirit that we are drawn into Christ's life.</p>	<p>Students choose six symbols and construct their own representation for these. In what ways are signs and symbols the same? In what ways are they different?</p>	
	<ul style="list-style-type: none"> • Comparison of Signs and Symbols Students use different resources, e.g. Internet; commentaries; <i>KWL</i>, 2nd edn, student text, etc. to find their own working definition for a sign and a symbol. Students can record and illustrate their definitions in their learning journals. 	
<p>The Catholic Church celebrates seven sacraments:</p> <p>Baptism through which Christians are brought into the Church and filled with the Holy Spirit through immersion in or pouring of water.</p> <p>Confirmation through which Christians are confirmed in the Holy Spirit and strengthened</p>	<ul style="list-style-type: none"> • Fold Away <div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 5px;">F o l d</div> <div style="border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; padding: 2px;"> Box 1 </div> </div> <div style="border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; padding: 2px; margin-top: 2px;"> Box 2 </div> <div style="border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; padding: 2px; margin-top: 2px;"> Box 3 </div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 2px; margin-top: 2px;"> Box 4 </div>	<p>Assessment for Learning</p> <p>This task will provide some information about the knowledge, perceptions and experiences students bring to the unit around sacred sign and symbol.</p>

<p>for service in Christ through the laying on of hands and anointing with oil (chrism).</p> <p>The Eucharist through which we are drawn into union with Christ and the Church through eating and drinking of the true body and blood of our Lord Jesus Christ.</p> <p>Reconciliation or Penance through which our sins are forgiven by the mercy of God as the priest, with extended hand, pronounces the words of absolution.</p> <p>Anointing of the sick through which the sick experience God's care and forgiveness and are strengthened to bear their suffering through laying on of hands and anointing with oil.</p> <p>Marriage through which a man and a woman commit themselves forever to each other through an exchange of vows witnessed by the Church in its priest and (usually) its people.</p> <p>Holy Orders through which men are consecrated to the service of the Church through laying on of hands and the prayer of ordination.</p>	<table border="1" data-bbox="927 240 1541 316"> <tr> <td data-bbox="927 240 1438 277"></td> <td data-bbox="1438 240 1541 277"></td> </tr> <tr> <td data-bbox="927 277 1438 316">Combined Wisdom</td> <td data-bbox="1438 277 1541 316"></td> </tr> </table> <p>This activity encourages students to contrast and compare their thinking. A large piece of paper is folded into five or six horizontal folds. Students are grouped, each group with a large piece of paper. Each student writes their definitions of a sign and a symbol, and folds the paper over. The next student in the group repeats this.</p> <p>When all have recorded their definitions they unfold their sheet and read the alternative responses. The group then composes definition, incorporating their combined wisdom.</p>			Combined Wisdom		
Combined Wisdom						
<p>The seven sacraments are not just moments in our lives and in the life of the Church. The community, through these rituals in the Church, comes together and celebrates the presence of God in everyday life. Students need to understand the connection between the sacraments and their ordinary lives. This excerpt from Matthew's Gospel shows the sacramentality of everyday actions and choices. Christ is encountered in everyone</p>	<ul style="list-style-type: none"> • Connecting Scripture To Sacraments Read Mt 25: 34–46. In groups students discuss the type of actions Jesus Christ was praising. <p>They choose one of these actions to role play. In their role play they should only use gestures and no words (or minimal words).</p>					

<p>we meet. The sacraments are mocked if we ignore Christ in each other. To encounter Christ in the sacraments commits us to encounter him in everyday life. Help them translate the needs described in the gospel into situations they might encounter: Have we made the new student welcome? Have we helped the child without lunch or the students struggling with their work? Have we been kind to those who need friends in the playground?</p>		
<p>Additional Reading for Teachers</p>	<p>Development <i>What experiences and religious texts will provide new learning for students? What skills will students need in order to work with these resources? What strategies and tools will enable students to think and reflect on these experiences and texts? How will students process their thinking and learning?</i></p>	<p>Assessment: for learning, as learning, of learning</p>
<p>Jesus Christ gave us the Church and the sacraments as the way in which believers could experience his presence, receive his grace and hear his word throughout time. No one can live a truly Christian life apart from the Church and the sacraments.</p> <p>Rituals and gestures are as fundamental to the celebration of the sacraments as they are to human life itself. Even such a simple action as waking up in the morning would be difficult or uncomfortable without the recurrent words and actions that smooth the passage into the day: 'Good morning! Did you have a good sleep?' Reading the paper, putting the kettle on, etc. are all repeated rituals which become the way in which we negotiate living together.</p>	<ul style="list-style-type: none"> • Gestures – Homework Activity Gestures are used daily within the family, friendship groups and within our Church community. Students draw up three columns on a new page in their journals. The headings are 'Gestures at Home', 'Gestures with Friends' and 'Gestures at the Mass'. <p>Over the week students are asked to record those gestures witnessed under each heading. At the end of the week students share their recorded observations.</p> <p>From this information they can compose a definition of what a gesture</p>	<p>Assessment for Learning This task will provide some information about how students understand secular and sacred gesture.</p>

<p>Other examples of more public rituals are birthday parties, football matches, graduations, etc. These have the effect of uniting people and allowing significant emotions to be expressed and words to be said.</p> <p>Religious ritual shares aspects of any human ritual but is also concerned with helping believers experience and understand the meaning of an original religious event.</p> <p>The Eucharist is the most clear example of this. At every Eucharist we gather to remember and make present the saving death and resurrection of Jesus Christ, and to share in the sacrifice and sacred meal he left us through his words and actions at the Last Supper. For 2000 years Christians have gathered and repeated this action, seeking to experience it anew and to understand its meaning.</p>	<p>is.</p>	
<p>Here are some definitions of the word ritual:</p> <ul style="list-style-type: none"> ▪ Any action or set of actions symbolising the feelings or relationships that people have towards each other and the world around them. ▪ An established way of carrying out religious rites and ceremonies. ▪ A book containing the instructions, prayers and ceremonies that are to be used by the Church's minister in the celebration of the sacraments, 	<ul style="list-style-type: none"> • Exploring Rituals Rituals are important in our lives. They involve actions, words and symbols, all working together. <p>Students brainstorm types of rituals, and each choose one ritual. Working in small groups, students complete the table, filling in the information under each heading:</p> <p>An example: Ritual – A Birthday</p>	<p>Assessment for Learning This task will provide information about the knowledge, perceptions and experiences of ritual that students bring to the unit</p>

<p>blessings and devotions. (Collins Dove Dictionary for Young Catholics, Laurie Woods)</p> <p>Religious ritual, entered into in faith, establishes communication with the sacred and has the power to transform believers. Using symbols in action, participants remember, celebrate, and intensify an event.</p>	<p>Movements and gestures <i>Example: blowing out candles on a cake.</i></p> <p>Actions are often repeated <i>Example: Wishing the person a happy birthday.</i></p> <p>What does this ritual help us to remember and celebrate? <i>Example: The person's birth date.</i></p> <p>Use important words <i>Example: Happy Birthday, Congratulations.</i></p> <p>Happens in community <i>Example: With family and friends.</i></p> <p>People actively take part <i>Example: Singing Happy Birthday together.</i></p>	
<p>The Eucharist is the 'source and summit' of Christian life and all the other sacraments are orientated to it.</p> <p>Bread and wine are its central signs. Bread represents all food – without food we cannot live. Bread symbolises God's free giving of all that sustains us, and, because it is made by human hands, it also represents us, our lives and our labour.</p> <p>Wine too is a natural substance produced by human skill and labour. It symbolises both rejoicing and the dimension of life beyond the ordinary.</p> <p>These simple but profound elements are the means chosen by Jesus Christ to become the mode of his continuing presence among his people and the way in which we participate in his offering to God on the cross, the eternal</p>	<ul style="list-style-type: none"> • Signs, Symbols, Rituals: Class Mass Before or after the Mass draw the students' attention to the many signs, symbols and gestures used at the Eucharist. Ask the students to record the signs, symbols and gestures they noted in their journals. Talk with the class about the many meanings of these. 	

<p>sacrifice. 'When we eat this bread and drink this cup we proclaim your death Lord Jesus until you come in glory' (Memorial Acclamation III).</p>		
	<ul style="list-style-type: none"> • Sacraments As an orientation to the sacraments students read <i>KWL</i>, 2nd edn, Year 5, Chapter 4, pp. 53–55. From the text students devise a table to represent which sacraments fall under each of the three main headings: 'Sacraments of Initiation', 'Sacraments of Healing' and 'Sacraments of Service'. 	
<p>Actions and words are very closely linked in the celebration of the sacraments. Indeed, even if the symbolic actions are already in themselves a language, it is necessary that the words of the rite accompany and give life to these actions. <i>(Compendium of the Catechism of the Catholic Church)</i></p> <p>Moreover, every sacrament is celebrated in the context of the life of the Church and the Word of God.</p> <p>Words, signs and symbols of each of the sacraments: Baptism: Water and the words of baptism are essential. Chrism, a white garment and a lighted candle help explain the meaning of baptism further.</p>	<ul style="list-style-type: none"> • Research Project on Sacraments Students are placed into seven groups. Each group is given one sacrament to research. Students can use the <i>KWL</i>, 2nd edn, student text for more information on their sacrament. <p>In their research the students will need to:</p> <ul style="list-style-type: none"> – Describe their sacrament, its signs, symbols, rituals and gestures. – Describe why Catholics celebrate this sacrament. – Include a key scriptural reference for their sacrament (these can be found in the 'Explanation of Scripture' in this unit). 	<p>Assessment of Learning Students' presentations will indicate how they understand the significance of sign, symbol and gesture in religious ritual and in the celebration of sacraments. It will demonstrate how students relate symbol, sign and gesture to the religious concepts of initiation, healing or service and how they relate these categories of sacraments to the early Christian community of the New Testament. The presentation will provide information on how students perceive and value the meaning of celebrating sacraments for Catholics.</p>

<p>Confirmation: Anointing with chrism, laying on of hands and words of the bishop.</p> <p>The Eucharist: Bread, wine, words of consecration are essential. Many other prayers and actions surround the core.</p> <p>Penance: The words of absolution which may be accompanied by the extending of the priest's hand over the penitent.</p> <p>Anointing of the Sick: The laying on of hands, anointing with oil and the words of blessing.</p> <p>Marriage: The exchange of vows which is essential and the exchange of rings which symbolises the love and fidelity of the one spouse for the other.</p> <p>Holy Orders: The laying on of hands, the anointing with oil, the prayer of consecration are essential. The clothing with vestments and presentation of chalice and paten explain the priestly role.</p>	<p>Invite students to add their own questions for research and to work out ways they might find responses to their questions, e.g. interviews, guest speakers, conversation with a family member, email, web search, videos, 'ask an expert', religious texts such as copies of the rites.</p> <p>Students can present their project in any format, but it must include all the above information.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Drama: Roleplay/dramatisation – Media and visual arts: Diorama, 3D model, PowerPoint presentation – Mathematics: Diagram – Music: Folio of religious songs – English: Chart, banner, oral presentation 	
	<ul style="list-style-type: none"> • Presentations of Learning <p>During these presentations the rest of the class takes notes. They need to be informed that they will be completing the table below in the next lesson, using their notes.</p>	
<p>Additional Reading for Teachers</p>	<p style="text-align: center;">SYNTHESIS</p> <p><i>How will students demonstrate their understandings, beliefs, values, skills and feelings in relation to the topic? How will students take action based on their learning? What strategies and tools will enable students to discern their action, to plan and implement action and</i></p>	<p style="text-align: center;">Assessment: for learning, as learning, of learning</p>

		<i>to evaluate their action?</i>											
	<ul style="list-style-type: none"> Collation from Research Project From their notes taken during the above presentations, students complete the table below: <table border="1" data-bbox="831 443 1438 596"> <thead> <tr> <th>Sacrament</th> <th>Symbols Used</th> <th>Rituals/ Gestures Used</th> <th>Purpose/ Description</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Sacrament	Symbols Used	Rituals/ Gestures Used	Purpose/ Description					Assessment for Learning Students need to classify their knowledge and understandings of each of the seven sacraments in order to apply that knowledge to the following task.			
Sacrament	Symbols Used	Rituals/ Gestures Used	Purpose/ Description										
	<ul style="list-style-type: none"> Game of Snap: In pairs students create a set of 14 cards. On seven of the cards they write out each sacrament. On the other seven they write a short description of each sacrament drawing on the information from the project presentations. When finished, they shuffle the pack and play a game of 'Snap'. 	Assessment of Learning This task will indicate what students know about each sacrament and how students understand the meaning of each of the sacraments.											
	<ul style="list-style-type: none"> Class Liturgy: Sacramental Living The students develop their own class liturgy on the theme 'Sacramental Living'. Students are placed into five groups. Each group prepares a section of the class liturgy. The group is responsible for: <ul style="list-style-type: none"> – setting the prayer table using any symbols or signs of their choice – choosing appropriate music 	Assessment of Learning This group assessment will provide information about the students' abilities to reflect on and use their knowledge of symbol, sign, gesture and ritual to apply it to a classroom communal prayer context. It will provide information about how students understand the purpose of the structure of liturgy and ritual and their skills in creating communal prayer in collaboration with others.											

	<ul style="list-style-type: none">- writing the Introductory Prayer, Prayers of the Faithful and a closing prayer- creating a way to proclaim the scripture reading, Mt: 25: 34–46- choosing or writing a final reflection or prayer and blessing.	
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RESOURCES

To Know, Worship and Love, 2nd Edition

Year 5: Chapter 4, The Seven Sacraments; Chapter 5, Reconciliation and Healing; Chapter 13, The Sacrament of Holy Orders; Chapter 14, We Receive Jesus in the Eucharist; Chapter 15, We Worship Jesus in the Eucharist.

Teacher Resources

White, D, O'Brien, K & Todd, S 2003, *Into the Deep*, KD Publications, NSW.

Catholic Education Office 2003, *Exploring Rituals: Archdiocese of Sydney: Religious Education Curriculum, Primary Year 5*, Catholic Education Office, Sydney.

Websites

The RESource website has a sacraments section that includes an introduction to the sacraments and sacramentality and provides resources for teachers on the sacraments of Initiation and the sacrament of Penance.

<<http://www.resource.melb.catholic.edu.au/>>

RE Quest has information for students on Baptism, Confirmation and the Catholic Mass.

<<http://www.reonline.org.uk/allre/nframe.php?http://www.request.org.uk/main/dowhat/baptism/baptism.htm>>

<<http://www.reonline.org.uk/allre/nframe.php?http://www.request.org.uk/main/dowhat/communion/communion01.htm>>

RCL has information for students on the Eucharist, Confirmation and Reconciliation.

<<http://www.faithfirst.com/RCLsacraments/index.html>>

The Benziger website has some information for teachers and for students about Reconciliation and Eucharist.

<<http://www.mhschool.com/benziger/sacrament/index.html>>

RELIGIOUS EDUCATION STANDARDS

This unit may be used to assess some of the Level 4 standards.

Students explain Christian signs and symbols drawing on personal insights that are informed by Scripture, Tradition, liturgy, culture and life. Students express the significance of ritual in the Catholic Tradition by planning and evaluating prayer, liturgical and sacramental experiences.

