

Food for His Friends

A Preparation for Holy Communion

By
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Published by Seedlings, Incorporated
P.O. Box 7544
Beaumont, TX 77726

INTRODUCTION

Whatever the timing of the child's first communion, it seems very important that he or she is given some specific and clear instruction in the meaning and background of the eucharist. While baptism is clearly the sacrament of full initiation into the Church, that should not encourage us to forego any formal instruction about the sacraments. This is even more critical as confirmation is being delayed to an older age in many parishes and dioceses.

This curriculum is offered to you as one resource that we and others have used in the past nine years to prepare younger members in basic theology and background of the Holy Eucharist. This can be used with 5-8 year olds prior to their first communions or if it is the practice in the parish to communicate young children, then it may be used as a Sunday school unit or special series of classes.

As a mother and a priest, I have seen the value of this kind of instruction for my own children and for those committed to my pastoral care.

The Rev. Betty Fuller

1. THE COURSE

This series has been developed from actual lesson plans that we have used in preparing children in second through fourth grades to receive their first communion. We have used this material for twelve years,

adding to it and revising it as needed. The size of the classes have varied from two to ten children.

2. TEACHERS

These lesson plans assume that this course is being taught by a cleric, or a layperson who is well versed in the sacramental and worship life of the Episcopal Church. Assistance by layreaders, altar guild members and parents will enhance the student's learning experience in this course.

3. STUDENTS

The practice in our parish is to prepare children in their second grade year, but we usually have older children who have moved into the congregation from another parish who have received no instruction in the sacraments. This material could be used with younger children, in kindergarten or first grade, but we do not recommend trying to use it with any below that age as they are not ready to learn the information that is taught in this course. You will need to make some modifications if this curriculum is used with children outside the recommended age range.

Some parishes ask the parents to attend one or more sessions with the students. This is a decision that you will have to make for your own group. If you do not have parents involved directly in the classes, it is important to talk with each family before the class to make sure that the child shows an interest and

maturity such that he or she is ready to take the class. A sample letter is enclosed that we have sent to the parents in our parish.

4. FORMAT

The course material in this curriculum is divided into six lessons, covering the basic topics that we consider necessary to introduce to the students before they begin to receive Holy Communion. We have tried a variety of ways to organize and present this material, depending upon the schedules of the children involved:

- a. six one-hour classes meeting after school
- b. two two-hour sessions (all the children had taken part in a Passover meal in Sunday School that same year and had a tour of the church with their class)
- c. one Saturday workshop (with a variety of teachers to help with the various lesson activities) This could also include singing, baking bread to use at a service and an instructed eucharist.

The format of the class is somewhat informal as it is usually taught after school when the children are tired and have been sitting down much of the day. We want to give them some basic information in a way that they will enjoy and thus retain. Each lesson has one main idea to communicate. The teacher will give a brief introduction to the topic of the class, answer questions that the students may have and guide them in one or more activities which give the students an opportunity to express and reinforce what they are learning.

Several of the activities are designed to be incorporated into the worship life of the congregation if that meets with the approval of

the priest. Take home sheets for each lesson are designed to be photocopied and sent home with the students to give them an additional activity and something to discuss with their parents.

An alternative design for this course is a tutorial for a student working with several adults in the church to cover the basic six topics. This would work well where there are only 1 or 2 students ready for instruction or where the priest/deacon does not have sufficient time to teach this class. A proposed series of topics would be:

- a. What is the Church and how do we belong?
- b. The Place where we worship: Tour of the church and sacristy by a member of the altar guild
- c. Passover meal: This is a group activity which could be led by a family of one of the students, using the service included with this unit.
- d. The Last Supper: The students could read an account of this from the Bible or view a videotaped section of a movie such as Franco Zefferelli's *Jesus of Nazareth* followed by a short discussion about how the disciples felt that night.
- e. Proclaiming the Word of God: Reading through the first part of the Prayer Book service and writing a Prayer of the people.
- f. Celebrating the family feast: Reading through the second half of the service, practicing how to receive the elements, and talking about what it means to take part in the receiving of the eucharist.

RESOURCE LIST

Included with these lessons is a bibliography of books that you may find useful in preparing to teach this curriculum. The only required books are a Book of Common Prayer and a Bible (children's version as well as a modern translation).

I. BOOKS

1. Choi, Beryl and Visminas, C.E., *A Children's Service Book for Eucharist and Baptism*. \$5.95. Order from C.E. Visminas, P.O. Box 10189, Pittsburgh, PA 15232. 1-800-752-1429
2. Garrison, Eileen and Albanese, Gayle, *A Eucharistic Manual for Children*. Morehouse Publishing, \$4.75. 1-800-877-0012
3. *Holy Communion for Children*, (ed.) Lippa, Joan and Glandon, Shan. Cincinnati, Ohio: Forward Movement Publications, \$2.25. 1-800-543-1813.
4. Holy Bible: modern translation such as Good News for Modern Man.
5. Price, Charles P. and Weil, Louis, *Liturgy for Living*, 1979.

II. PAMPHLETS

"About the Sacrament of the Holy Eucharist" (Scriptographic) by Channing L. Bete, Inc., 300 State Street, South Deerfield, MA 01373. 1-800-628-7733.

III. AUDIOVISUALS

1. "Grandma's Bread" and "Baptism: The Sacrament of Belonging" from Franciscan Communications, 1229 S. Santee St., Los Angeles, CA 90015, 1-800-421-8510.
2. *Jesus of Nazareth* by Franco Zeffereilli. videotape available from your local rental shop.

SAMPLE LETTER TO PARENTS

Dear _____:

We have decided on the following schedule for First Communion instruction after talking with each of the families involved. Classes will be held on _____ from _____ at _____. There will be [six] sessions: (dates). [I will pick up the children at school and take them to church so please send permission slips to school authorizing that].

I will be calling you this week to discuss your child's readiness to receive the eucharist. Please give some thought to this and talk it over with your child if you like.

We would like for the children to make their first Communion on [Easter Eve], (date) at the [Easter Vigil service.] This is a traditional time for first communions. The children will sit with their families and godparents and receive their communion with their families. Their names will be listed in the bulletin as having completed their pre-communion instruction.

The topics for the six sessions are:

- a. What is the Church and how do we belong?
- b. The Place where we worship
- c. Passover meal
- d. The Last Supper
- e. Proclaiming the Word of God
- f. Celebrating the family feast

Please make sure that your child attends at least two eucharists during our classes. I hope to see your child in class.

Faithfully,

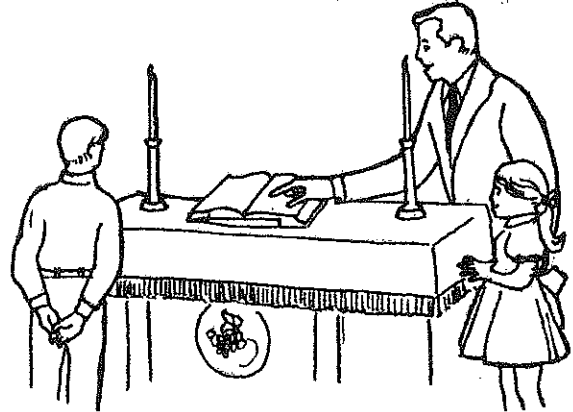
LESSON I

WHAT IS THE CHURCH AND HOW DO WE JOIN?

MAIN IDEA : The Church is the people of God and we join by our baptism

MATERIALS NEEDED :

Take home sheet 1
Materials to make a banner
Baptismal certificate
Pictures of members of your church
Prayer Book
Newsprint and markers



INTRODUCTION :

In this curriculum designed to prepare young children for understanding the meaning of the Great Sacrament of the Eucharist, it is equally important that they understand the Great Sacrament of Holy Baptism by which each Christian becomes a part of the Church, the family of God. We begin in the first lesson with two main and basic theological concepts: that the Church is people and that we become a part of the Church by means of this sacrament of adoption by God. We want the children to grasp the fundamental idea that the church is *people*, the family of God, and not just a building where they come on Sunday morning. If they can come to understand and know this to be true then later they will be able to understand such biblical images as the body of Christ and the people of the New Covenant.

We will spend some time talking about what a family is and what a church family is. We will consider the promises that God makes to us and we or our sponsors make for us.

The Church calls this the Baptismal Covenant. In it we join the long line of people who have been in a special covenant relationship with God.

We also want to spend some time talking about baptism as a kind of "adoption ceremony" by which we become part of the church. There are many other important meanings of baptism, but becoming part of the family of God is one that young children can readily understand. We hope that each of them will have the chance to witness a baptism or at least watch a videotape.

CLASS OUTLINE :

1. Make sure that all of the students know you and each other. Tell what the class sessions will cover. Explain that the children will receive their first communion on ___(date)___.
2. Begin discussion by asking what the word

"Church" means to them. Write down their responses on a blackboard or newsprint. Guide the discussion so that the idea of people comes out. If not, then ask the children if a building without people to show the love of God to others would be a church.

a. Ask why we belong to a church?

Ask how do we join the church?

b. Talk about what is a family? and how the church be a family?

c. What does it mean to be a family? Who are some members of the church family? If you have a church directory, show some of their pictures to the class.

d. What do families do together?: celebrations, meals, responsibilities. Is this also true with our church family?

e. Would you call the Eucharist our family meal?

3. Ask the students what they think that it means to be baptized. Encourage any answers that are approximately correct. Then suggest the image of adoption. Ask them what they think of when they hear the word *adopt*. Talk about what it means to be specially chosen by God to be his child. Ask them if that is a good feeling to have.

Introduce the word *sacrament* by saying that it is a way that God expresses love for His people. By the sacrament of baptism we become a part of God's family which we call the Church.

4. Tell the class about your own baptism and/or your child's, using photographs or a short videotape if you have any. Encourage the students to tell about their own or one that they have witnessed. Show them a baptismal certificate and read aloud what is printed on it.

Explain that there are differences in the ways that different churches conduct the service, but the use of water and the name of the Trinity is common to all Christian baptisms.

5. If most of your class reads, look briefly at

the service of Holy Baptism in the Prayer Book. Show the students the main parts of the service: the naming, the baptism with water and sealing with the cross. Tell them that there are special promises that we make to God called the baptismal covenant. Read together the Apostles' Creed.

6. Make a mural on a long sheet of newsprint labeling it "Our Church is People". Include as many persons and jobs in the church as you can list.

7. Review the main idea and pass out Take Home sheet # 1.

OPTIONAL ACTIVITIES

1. Act out a baptism, letting the students take all the parts of those involved in the service. Have the usual items found at many baptisms available for the children to see: baptismal candle, the shell used for pouring the water, baptismal dress, certificate, parish register. Talk about godparents/sponsors and what their responsibilities are. Ask the students to tell about their own godparents.

2. Tell the story of Jesus' baptism. Show the students where it is found in the Bible. Have the children draw a picture of what they think it looked like. Encourage them to include John the Baptist and the dove.

3. If time permits, look up the meaning of the names of the class members in a baby book or other reference book of names. Explain to the class how each of us has a baptismal name given us at our baptism that is ours forever.

TEACHER NOTES:

Take Home Sheet 1

About Me

My name is _____ . I was born on _____ in _____ . My family includes me, as well as _____ .

I go to _____ Church. I was baptized in _____ on _____ by _____ . My godparents are _____ .

Baptism means that I am a member of the C _____ , _____ 's family. It means that I am loved by G _____ very much. Some people are _____ as babies; others as adults.

This is a picture of my church family:

PARENTS: Please help your child to fill in the blanks on this sheet. Talk with them about who are the members of your parish family and about their own baptisms.

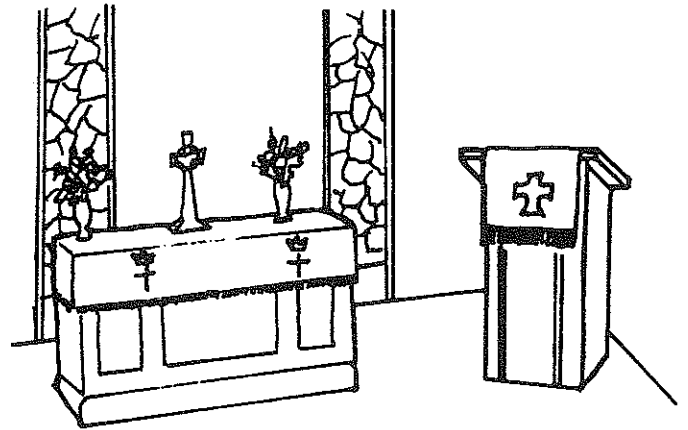
LESSON 2

THE PLACE WHERE WE WORSHIP

MAIN IDEA : We have a special place to gather for worship and we use special things for our family meal.

MATERIALS NEEDED :

Paper to use for floor plans
Take home sheet # 2
Pictures of different kinds of churches



INTRODUCTION :

God's people have always gathered in special places to worship. These have taken many forms from a simple pile of stones serving as an altar to the grandest cathedrals. We do not want to lose sight of the fact that we can worship God anywhere, but we also know that certain places are Holy ground for us. The main purpose of this lesson is to give the students familiarity with the place and the tools of worship that are special and holy for our church family.

There are obviously many different locations and kinds of buildings in which Christians worship, but all have such basics as an altar or holy table and communion vessels.

You may want to ask a member of the altar guild to help show and tell about the altarware and communion vessels. Each has a certain significance and altar guild manuals give some good information.

CLASS OUTLINE:

1. Review the high points of the last lesson,

especially the idea of the church as the family of God, and baptism as the way that we join this family.

2. Most of this lesson will be consist of a tour of the church building and a brief look at the contents of the sacristy. Remind the children that they need to be quiet and respectful in the church as it is a holy place where we are in the near presence of God. An analogy to the throne room of a king is sometimes helpful for them to imagine.

The tour could be designed as a treasure or scavenger hunt with a list of things to find in the church and hidden signs to label the unfamiliar parts and furnishings.

Be sure to include: altar, altar rail, pulpit, lectern, pews, font, bishop's chair, prayer desk, flags, processional cross, banners, transept, nave, sanctuary.

Allow the children a little free time to wander around and ask them to tell you what they notice as they look around. Do you have stained glass windows? Do they tell a story or show Christian symbols? Is your church old or modern in design? What shape is the building?

3. Show the children pictures of different styles of church buildings. Ask them to tell you what each has in common and what is special about each one.

4. Have someone familiar with the sacristy show the children the communion vessels that are used for the eucharist. Encourage this person to tell the symbolism behind the various items used in worship. Let the children touch, smell, see and taste as many things as they can: bread and wine, vestments and hangings, wood carvings, silver and brass items.

OPTIONAL ACTIVITIES:

1. Make "stained glass windows" by having the students plan out a design on a piece of thin paper. Outline with a marker or large crayon. Color it completely with crayons and then coat the whole surface with baby oil. Hang it in a window to catch the light.

2. Make a small model or diorama of your own church building showing the major features and furnishings. Small figures of people may also be included.

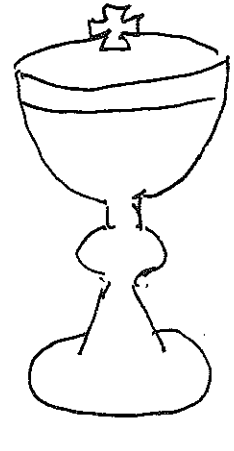
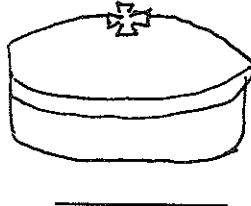
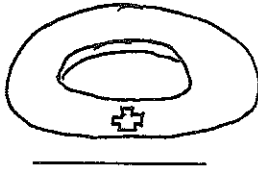
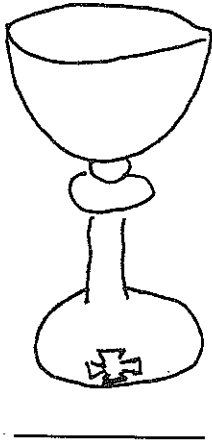
3. Ask your junior warden for a small helping project that the class might do to care the parish care for its building: weeding flower beds, dusting, cleaning.

TEACHER NOTES:

Take Home Sheet 2

Things that We Use in Church

LABEL WITH THE CORRECT NAMES



DRAW WHAT GOES ON THE ALTAR AND COLOR YOUR PICTURE

PARENTS: Your child has been studying about the church building and the items that we use in worship. This activity sheet will help your child to remember some of the names that we have learned. You may also want to help your child to make a floor plan of your own church building, indicating the location of the altar, pulpit, lectern, font and pews.

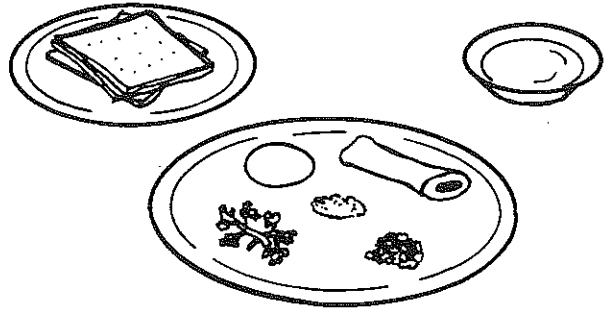
LESSON 3

PASSOVER: OUR FOREFATHERS' MEAL OF FREEDOM

MAIN IDEA: The Eucharist has its beginnings in the Hebrew Passover Meal.

MATERIALS NEEDED:

Haggadah service (photocopied from enclosed sheets)
Special candlestick
Food items -- lamb, roasted shankbone, matzo bread, parsley and salt water, horseradish, haroses and wine
Paper cups, plates and napkins
Knives, forks and spoons



INTRODUCTION:

We have included this Passover celebration because we believe that it is important as Christians to acknowledge and to celebrate our Old Testament roots. The story of the Old Covenant told in the Books of Genesis through Malachi is our story: the account of how God acted in the events of human history and especially in the lives of the people of Israel.

In this particular lesson we will present this meal, called a *seder* (which means order) as one that has been shared by Jewish families for centuries since their escape from Egypt. Remind the children that this is both a family celebration meal eaten in the home, but also a worship service and should be participated in with respect. In our seder we will have small, symbolic portions of the traditional foods. A family seder would be a large meal with many dishes.

The *Haggadah* (service outline) that we will be using is a simplified form but it does include the basic elements in any Passover meal. It includes a telling of the Hebrews' exodus from slavery in Egypt to eventual freedom. If there is a sizable Jewish population in your area, some of your students may be familiar with Passover. You may need to substitute some food items if they are not available locally, such as chicken for lamb, crackers for matzo bread. You may wish to include an extra glass of wine which is for the prophet Elijah and also an empty chair to remind us of those who do not have the freedom to worship God freely.

CLASS OUTLINE:

1. Review the main ideas of the first two lessons.

2. Explain that the main part of the class today will be the preparation and participation in a Passover meal. Review briefly the story of Moses and the people of Israel in Egypt, and their escape from Pharaoh. See if any of the children know why the meal is called Passover. If they do not know, then tell them about how the angel of death "passed over" the houses of the Hebrews.

3. Have the children help you set the table and put out the Passover foods. Each place will need a plate, cup, napkin, fork and knife.

4. Tell the students that the Passover service is called the *Haggadah*. Pass out copies to each student. Choose students to read the children's parts in #7 and #10.

5. Have everyone sit down and begin the Passover ritual. It will take about 25 minutes.

Recipe for haroses (or haroset)

1 cup pecans or walnuts
4 apples cored with skins left on
4 tablespoons cinnamon
3 tablespoons sugar
3/4 cup sweet wine
other recipes include dates, raisins,
ginger

TEACHER NOTES:

A SEDER SERVICE

1. MOTHER: (*As the candle is lit*) Praised art Thou, O Lord our God, King of the Universe, who has commanded us to light the festival lights. May our home be blessed by the light of Thy Face, shining upon us and giving us peace. AMEN.
2. FATHER: (*Lifts wine cup*) With song and praise, with symbols of our feast, let us renew the memories of our past. In love, God has given us the memorial of our departure from Egypt.
3. ALL: Praised art Thou, O Lord our God, Ruler of the World, who has created the fruit of the vine. (*Drink first cup or sip of wine. Pass parsley and salt water.*)
4. ALL: Praised art Thou, O Lord our God, King of the Universe, creator of the fruit of the earth. (*Eat parsley dipped in salt water.*)
5. FATHER washes his hands.
6. FATHER: (*Lifts dish of bread*) This is the bread of hardship which our fathers ate in Egypt. Let all who are hungry, all who are in want, come and celebrate the passover with us. May the whole house of Israel be free!
7. CHILD: (youngest one present or several children read these)
 - A. Why is this night different from all other nights?
Why do we eat unleavened bread?
 - B. Why on this night do we eat especially bitter herbs?
 - C. Why on this night do we dip them in salt water and haroses?

D. Why on this night do we hold this service?

8. FATHER: We celebrate tonight because we were Pharaoh's slaves in Egypt and the Lord our God delivered us with a mighty hand. Had the Lord not delivered our fathers from Egypt, we and our children and our children's children would have remained slaves. This is why we tell again each year the story of our deliverance from Egypt
9. STORY OF THE FIRST EXODUS -- READINGS
Exodus 1: 1-14 12: 1-3; 12-17
 1: 15-23 14: 5-9; 21-29
 6: 10-13
10. (*The meaning of the Passover foods is explained.*)
CHILD: What is the meaning of the Passover lamb?
FATHER: It reminds us of the lamb sacrificed at the Lord's passover when he passed over the houses of the Israelites and caused the Egyptians to suffer.
CHILD: What is the meaning of the matzo (bread)?
FATHER: It is called the bread of affliction. It was baked in haste before leaving Egypt. It reminds us of God's help.
CHILD: What is the meaning of maror?
FATHER: It means bitter herbs. It recalls the hard life in Egypt. As we eat it, we rejoice in our heroic people.
11. FATHER: Praised art Thou, O Lord our God, King of the Universe, who has redeemed us and our fathers from Egypt. May we rejoice in thy salvation and be gladdened by thy righteousness. (*Fill cups again.*)
12. FATHER: As we name the plagues brought by the Lord to the Egyptians, let us each spill a drop of wine to show that we are

not gladdened by sufferings of enemies and that our cup is therefore not full. Plagues of blood, frogs, gnats, flies, cattle, boils, hail, locusts, darkness, death of first-born. (*Drink second cup or sip of wine. Small pieces of matzo bread are given to everyone.*)

13. ALL: Praised art Thou, O Lord our God, King of the Universe, who brings forth bread from the earth and ordered us to eat unleavened bread. (*All eat bread. More bread is given to everyone, along with haroses plus moror [horseradish]*)

14. ALL: We eat these bitter herbs to remind us of the bitter bondage of our forefathers in Egypt; the haroses to remind us of the mortar and bricks they were forced to make for Pharaoh. (*All eat horseradish and haroses on bread. Small pieces of lamb are given to everyone.*)

15. FATHER: Let us say grace.

ALL: Let us bless him who gives food to all.

FATHER: Praised art Thou who upholdeth the world with goodness, with grace and with thy mercy. Blessed is the man that trusts in the Lord.

ALL: The Lord will give strength unto his people. The Lord will bless his people with peace. (*Fill cups a third time.*)

16. ALL: Blessed art Thou, O Lord our God, who creates the fruit of the vine. (*All drink the third cup or sip of wine.*)

17. Repeat for fourth cup or sip of wine.

18. FATHER: This service of joy is now over. We have lifted up the cups reminding us of the promises of salvation and have called upon the name of God. As we give this blessing let us again lift our hearts to God in faith and hope. May He who broke Pharaoh's power end forever all injustice. May God be present with

us now in our days as he was present in days past present with Moses. May we with his help work to end injustice today. May we spread the good news of God's love everywhere!

19. ALL: May God's light shine upon all. May he grant peace unto us and unto all mankind. Praised art thou, O Lord our God, King of the Universe who creates the fruit of the vine.

20. The service and meal end with a song.

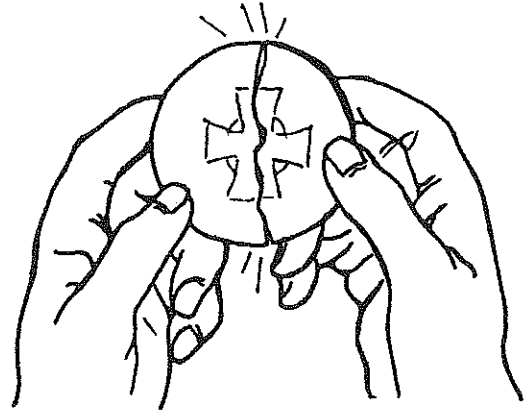
Lesson 4

THE LAST SUPPER

MAIN IDEA: We share in the Eucharist because Jesus told us to do it.

MATERIALS NEEDED:

Take home sheet # 4
Book of Common Prayer
Bible
VCR, tape and monitor
(for *Jesus of Nazareth*)



INTRODUCTION:

The purpose of this lesson is to introduce and familiarize the students with the story of the Last Supper. Our own eucharist has its direct roots in this event as well as in the resurrection meals that Jesus shared with his disciples. Whether or not the Last Supper was actually a Passover meal, it has been connected with Passover meals from the days of the early Church. Remind the students that the Church celebrates the Last Supper each year on Maundy Thursday in Holy Week [Maundy means *commandment* in Latin].

The other feeding stories in the gospels (wedding feast at Cana, feeding of five thousand, meal on the road to Emmaus) can all be seen and interpreted in the light of the eucharist. Each has the theme of giving thanks and sharing bread which has been *taken, blessed, broken* and *given* to all present.

One of the main goals in this course is

to help each child to be prepared spiritually to receive the sacrament of Holy Communion. We want them to believe that as Christians we continue to take part in the eucharist in obedience to Jesus Christ who has commanded us to do it. Young children are accustomed to authority figures telling them what to do so that we believe that they will accept this expectation from Our Lord.

CLASS OUTLINE:

1. Review the previous lesson on the Passover meal.
2. Present the story of the Last Supper, either by telling it, reading it from the Bible or listening to a cassette tape or if possible, viewing a videotape of Zeffirelli's *Jesus of Nazareth*.
3. Discuss what took place at the time of the

Last Supper. Ask the children how they thought Jesus felt. What about the disciples? Were they frightened? Were they angry? Did anyone notice that Judas left? Give them plenty of time to bring up any comments or questions that they have.

4. Have the students look at the words of institution in the eucharist. Ask them what is similar to the biblical account and what is different.

5. Ask the students why we continue to do the eucharist when we gather together. Tell them that Christians have gathered to do so for nearly 2000 years in obedience to Christ's saying, "Do this in remembrance of me."

OPTIONAL ACTIVITIES:

1. Read one or more of the other feeding stories in the gospels (wedding at Cana [John 2:1-12], feeding of the multitudes [John 6: 1-15], meal by the sea after the resurrection [John 21: 1-25], meal on the road to Emmaus [Luke 24: 13-35]).

- a. Talk about how these stories remind you of the eucharist.
- b. Draw a picture of one of these scenes.

2. Bring one or more prints of some of the religious masterpieces that has used the Last Supper as its theme, such as Da Vinci's "The Last Supper." Have the children describe what they see in the pictures and what the artist might have wanted the viewer to feel when he or she looked at the work of art. They may wish to draw their own versions.

TEACHER NOTES:

Take Home Sheet 4



Parents: Have your child draw in the faces of Jesus and his disciples as they might have looked at the Last Supper. Talk with your child about how Jesus' friends and followers might have felt as He said "This is my Body and Blood given for you."

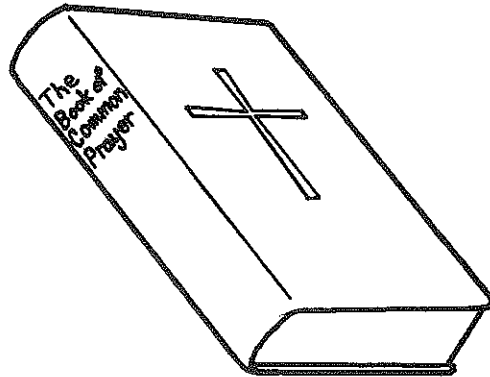
Lesson 5

WE REMEMBER AND PROCLAIM THE WORD OF GOD

MAIN IDEA: The first part of the Eucharist is a time to prepare for receiving Christ by remembering what He did for all of us and sharing that good news with others..

MATERIALS NEEDED:

Book of Common Prayer
Take home sheet # 5
Recording of a mass



INTRODUCTION:

These last two lessons provide the students with a chance to look directly at the service in the Book of Common Prayer and to be familiar with what takes place on Sunday mornings. The younger children will not be able to read the actual words of the service, but they can learn to recognize the Prayer book, to know that it contains the service that we use at church, and to know some of the main actions that take place during the first part of the eucharist. They may also be introduced to the various names for the eucharist.

The main theme of this lesson is that we as Christians remember and proclaim God's love for us through the Bible lessons, sermon, prayers, and songs that make up the Liturgy of the Word. The students will come to understand that we need to share the good news that God loves us.

In this first part of the service, we are

preparing ourselves both as individuals and as a community to receive the Body and Blood of Our Lord.

CLASS OUTLINE:

1. Review briefly the first four lessons, especially the main ideas. Answer any questions that the students may have about material already covered.
2. Tell the class that this lesson and the final one will look at what actually takes place during the liturgy on Sunday morning (or whenever your service meets). Make a list of things that the members of the class would like to know about the eucharist and if possible, try to respond to these during the last two lessons.
3. Ask the students to tell you the different names that they have heard for the communion service. Make a list on newsprint or a

blackboard. Be sure to include Mass, Holy Communion, Holy Eucharist, Lord's Supper. Explain that all of these are used to mean the same thing: taking Christ's Body and Blood as we kneel or stand around the altar.

4. Talk with the students about why we take part in the eucharist. Remind them of the historical roots of the service and Christ's command to do so. Other reasons might include:

- to receive forgiveness of sins
- to be closer to Christ and each other
- to have a taste of what we will share in heaven
- to be stronger in our love for others

5. Talk about what we do to prepare for a family meal at home: get food, prepare food, set the table, invite people to come and eat. All of these things are part of the preparation for a eucharist. Members of the altar guild prepare the things that we use at communion. Each of us is invited to the table of the Lord. We must decide for ourselves whether we want to accept his invitation to join the Christian family at a meal.

6. Ask the students if they have ever eaten a meal with someone with whom they had just had a big fight. How did it feel? It is important to be on good terms with others before we come to communion or we will not be able to take part in this very special meal in a spirit of love and joy. You may want to introduce them to confession and absolution at this point, particularly if sacramental confession is a regular part of the sacramental life of your church. Explain how receiving God's forgiveness helps us to feel clean inside and to be able to get along better with Him and with others we know.

7. Take a brief look at the outline of the Liturgy of the Word:

(Song)

Opening collect

Lessons from Bible - listening to our family stories

Sermon -guide to understanding Bible lessons for our life

Creed - what we believe about God, Christ and the Church

Prayers of the people - for the church, the world and those in need

Confession, absolution and peace - share God's love and mercy

8. Write a Prayer of the People as a class, using the main categories listed on the middle of page 359. If possible, use as the intercessions for the following Sunday or print it in your newsletter.

9. Give out Take Home Sheet 5.

OPTIONAL ACTIVITIES:

1. Do a short skit about confession and absolution. Have the class think of a situation where one person had hurt another and how the two could become friends again. Talk about what it takes to be able to forgive someone who has hurt you.

2. Play part of a record of a mass for the class. A folk mass would be a good choice for this activity.

TEACHER NOTES:

Take Home Sheet 5

SOME USEFUL PARTS OF THE COMMUNION SERVICE TO LEARN

KYRIE:

(Priest) LORD, HAVE MERCY
(People) *Christ, have mercy*
(Priest) LORD, HAVE MERCY

RESPONSES BEFORE AND AFTER GOSPEL READING:

Glory to you, Lord Christ
Praise to You, Lord Christ

GLORIA PATRI

THE LORD BE WITH YOU
And also with you (or And with thy Spirit)

PEACE:

(Priest) THE PEACE OF THE LORD BE ALWAYS WITH YOU.
(People) *And also with you.*

SANCTUS:

Holy, Holy, Holy Lord
God of power and might,
heaven and earth are full of your glory.
Hosanna in the highest.
Blessed is he who comes in the name of the Lord.
Hosanna in the highest.

ACCLAMATION:

Christ has died.
Christ is risen.
Christ will come again.

PARENTS: These are parts of the eucharist that your children will be participating in whenever they attend the eucharist. They will be more comfortable if they know them well. They will also need to learn the Lord's Prayer and the Creed by the time that they are confirmed.

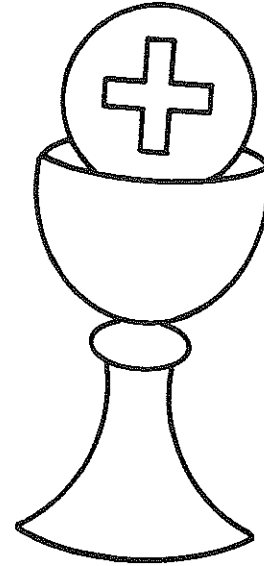
LESSON 6

CELEBRATING THE FAMILY FEAST

MAIN IDEA: The second part of the Eucharist is a time to celebrate and share Christ's Body and Blood which he has given us.

MATERIALS NEEDED:

Take home sheet # 6
Chalice, paten, wafers and wine
(Clay)
(Ingredients for making bread)



INTRODUCTION:

In this last lesson we look more closely at the second part of the eucharist. We call it the Liturgy of the Holy Communion. It begins with the offertory. In this part of the service, we join in the offering and blessing of the common elements of bread and wine which become the Body and Blood of Jesus Christ. We give thanks for this greatest gift which he has given us. We also offer ourselves and all that we have and are back to Him to use in the work that He gives us to do: to love others in His name.

The Eucharist is a feast for the Christian family. Through it we remember the Passover event that marked the freedom of the Hebrews from slavery, the Last Supper that the disciples ate with Christ before his death, and at the same time, we look forward to the heavenly banquet that we will all share in the future. Each eucharist is a moment in time,

but it is also an experience that crosses any understanding of time that we have. For a while, we are in God's time and with all the Church.

On a practical level, this lesson is the opportunity for the students to practice receiving communion. Be sure to allow enough time for this. We have also found this a good time to talk about how to be respectful of the sacramental elements and what to do if a student doesn't like the taste of wine.

CLASS OUTLINE:

1. Review the material covered in the last lesson, especially the main idea and the outline of the service.
2. Talk about what the word "offer" means. What kinds of things do we offer? Then ask

what the word "offering" means? Explain that the service includes an offertory during which we give bread and wine, money, but most importantly our selves, to God for His service. Discuss this topic until you feel confident that the children think of offertory as more than just the money that they put into the offering plate.

3. Talk about what is used for the eucharist: bread and wine. Explain how God uses ordinary, common things and makes them holy and special for his work. Water used for baptism is another example. Think about other special things that don't look special when you first look at them.

Sometimes people are like that, too. It takes a while to see and feel how something is special. Receiving the elements at communion can be like that. Sometimes it takes a while to feel their "specialness." Our feelings may change from time to time, but the love of God given to us in the eucharist is always strong and sure and will continue to feed and strengthen us if we continue to come to the altar and ask for it.

4. Talk with the students about what the word "real" means. Then introduce the concept of Real Presence (i.e. that Christ is really and truly present in the eucharist.) We do not know just exactly how that happens. That is one of the mysteries of Christianity that we must accept by faith. Jesus Christ is present in the eucharistic elements because he said he is and we need to be able to trust what he tells us.

5. Take the children into the church and kneel around the altar rail. If possible, ask a layreader/chalice bearer to assist you with this part of the lesson. Ask the children to extend their hands and make a cross. Let each one eat a wafer. Explain to them that this is not communion, that it is just bread. Then give each student a sip of wine from the chalice. Show them how to steady the chalice with

their hand placed gently on the base of the chalice. You may want to allow each child to receive by intinction if they wish. Explain that both ways are acceptable practice in the Episcopal Church. Talk about respect for the eucharistic elements.

6. If time permits, ask each child to share one thing that he learned in this course and why he believes that he is ready to begin receiving the eucharist.

7. Give out Take Home Sheet 6.

OPTIONAL ACTIVITIES:

1. Make bread to use at a parish eucharist. Ask the class to take it forward during the offertory.
2. Make a chalice and paten out of clay.
3. Do one or more of the activities from the previous lessons that you have not had time to do.

TEACHER NOTES:

Take Home Sheet 6 Word Find

ALTAR	DEACON	LITURGY	SACRAMENT	LESS
BREAD	EPISTLE	MASS	SACRIFICE	EUCHARIST
MYSTERIES	CHALICE	GOSPEL	THANKSGIVING	OFFERTORY
WINE	GRACE	WORD	PASSOVER	COMMUNION

Bonus: PRIEST SANCTUS LORDS SUPPER (2 WORDS)

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B E C I L A H C E C X B R E A D S
B L E S S P E U C H A R I S T E U
P V S N W K N O I N U M M O C A T
R A B E R Y A X F E S J D A D C C
I C M H I G N W I D U G R L R O N
E O F F E R T O R Y P O B T O N A
S X V Q U E O C P P S W A W S
T I Z T L T A W E P E R C
W I N E S X R E L
L Q H T Y U L
E G H P M
R A A
Q A N S L
I V C K S X W
Z E S O M
L G V
T I E
S V R
C I I S A
T G P N D K W
Z X E G L S R
U W T N E M A R C A S

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PARENTS: This word puzzle contains key words from the whole set of lessons. The words may be found on the diagonal, backward and in reverse order.