

**PRIMARY  
RELIGIOUS  
EDUCATION  
PROGRAMME**

**FOR CHILDREN IN CATHOLIC PARISHES IN AOTEAROA  
NEW ZEALAND**

**CATECHIST'S GUIDE  
FOR  
JUNIOR A**

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## FOREWORD

The Church has long recognised that parents have the right and responsibility of being the first educators of their children in faith formation, as well as in other areas of life. It also recognises that parents need the support of the Christian community in this important task.

In *Catechesis In Our Time* (1979), Pope John Paul II wrote that the parish was 'to be the prime mover and pre-eminent place for catechesis'. The *General Directory of Catechesis* (1997), refers to the parish as 'the usual place in which the faith is born and in which it grows.' This new programme is designed to foster this growth in faith.

The Bishops are aware of the valuable work done by parish catechists, those responsible for the faith formation of parishioners, and encourage pastors and pastoral councils to support them with resources and opportunities for training. In this regard I draw the attention of all to the training programmes for parish catechists that are available through diocesan Religious Education offices.

On behalf of the Bishops' Conference I am pleased to welcome this new Primary Parish Programme. It will be a valuable resource for parents whose children who do not attend Catholic schools and for catechists.

May all who use it be drawn closer to him who is 'the way the truth and the life.'

A handwritten signature in cursive script that reads "† Leonard Boyle".

† Leonard Boyle  
Episcopal Deputy NCRS

# INTRODUCTION

## I PHILOSOPHY

Catholic parishes in Aotearoa New Zealand assist in fulfilling the teaching mission of the Church by providing education of the whole person based on:

- \* the Person and Gospel of Jesus Christ
- \* the mystery and holiness of God
- \* fidelity to the New Testament and the early Councils of the Church through which God is known as a community of persons in the Trinity - Father, Son and Holy Spirit
- \* the understanding and belief that all people are made in the image and likeness of God, have been redeemed by Christ and are called to share God's own life of grace as members of the Catholic Church founded by Jesus Christ
- \* the paramount importance of the living Tradition embodied in the Catholic Church
- \* the necessity of making connections between life, faith and culture for all members of the parish community.

## II GENERAL AIMS

This Parish Primary programme provides parishes with a systematic approach to the fulfilment of their mission of teaching and learning what the Catholic Church believes, celebrates, lives and prays.

Although the General Aims are intentionally educational, the ultimate aim is to assist children to develop a relationship with God, and to be living witnesses to the truth of the gospel of Jesus Christ as members of the Catholic Church, always recognising that this depends on each child's free faith response.

The General Aims of the Programme are:

- \* to teach material that is theologically sound, using the resources of various cultures while allowing for each child's free faith response
- \* to enable children to develop ways of integrating faith and life and culture.

### III CULTURAL DIMENSIONS

The New Zealand Catechetical Directory, 'We Live and Teach Christ Jesus' published by the New Zealand Catholic Bishops' Conference, says:

'By reason of our common human heritage and our redemption in Christ, we have a right:

1. To our ancestral and cultural heritage.
2. To have our traditions, religious values, language, customs, myths and art forms used in education in faith.
3. To express Christ's teaching in terms of our own culture.'

For these reasons the programme takes seriously the need for appropriate cultural expression of faith in both the bi-cultural dimension (involving Maori spirituality and culture) and the multi-cultural dimension (involving the spirituality and culture of other groups).

### IV EDUCATION-IN-FAITH

The term Education-in-Faith is used in the New Zealand Catechetical Directory. It is defined as follows:

- \* All that happens in the Church to awaken personal faith. [Evangelisation].
- \* The task of fostering and deepening the faith of believers including both personal acceptance of God in Christ. [Catechesis]
- \* And knowledge of his teaching. [Religious Education]

Evangelisation, Catechesis and Religious Education are all part of the teaching ministry of the Catholic Church, though the setting for each approach may vary. The three are complementary, taking place within the total framework of the faith community.

### V THE RELIGIOUS EDUCATION TEACHING APPROACH

There are a variety of approaches which can be taken when teaching religion to children. Teaching approaches for programmes need to be chosen to meet the needs and the realities of the children and the catechists or teachers for whom they are designed. The curriculum on which this programme is based has a Religious Education approach which is best suited to the desired Learning Outcomes.

What is a Religious Education approach?

Religious Education is defined as follows:

Religious Education for Catholic primary-aged children encompasses:

- teaching and learning what the Catholic Church believes and teaches
- understanding and appreciating the ways the Catholic Church celebrates, lives and prays
- teaching children how to respond freely to God according to their gift of faith.

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# INSTRUCTIONS FOR COMMUNION OF SAINTS STRAND

Junior A - Communion of Saints 3

## Celebrations of Mary's Holiness - Her Tapu and Mana

As Jesus was growing up Mary was loving and helpful. She was saddened by some things that happened to Jesus, but she was brave because she really believed in God.

1. Teacher leads discussion on Mary's holiness - including: what it means when we say Mary is holy - it means that Mary is blessed by God and close to God. All holiness comes from God. Recap the meaning of tapu and mana. Make captions: tapu means...holy, good, special, precious mana means... the goodness that shines out of the person, their joy, their love.

### CATECHIST'S PRAYER

Surely, from now on all generations will call me blessed: for the Mighty One has done great things for me, and holy is his name.

Luke 1:48-49

Because Mary is a special person for us as Catholics we have special days in the year to remember her. On these days we tell the Mary stories we know and celebrate the wonderful gifts God gave her.

2. Using a Columban Calendar find and highlight feast days like:  
1 January - Mother of God  
25 March - Annunciation  
15 August - Assumption  
25 May - Mary Help of Christians  
8 September - The Birthday of the Blessed Virgin Mary

We can share in Mary's holiness by living like Mary lived, by loving our family and helping them everyday. We need to pray often as Mary did.

We have many ways of celebrating Mary's holiness, that is her tapu and mana. We have songs and hymns about Mary, we have paintings, statues and rosary beads. Mary is our Mother also she loves us and will help us and will help us to love God more.

3. Children identify Mary prayers and songs they know and talk about their favourite Mary objects. See Children's Activity book page 35

SONG:  
"Mo Maria"

4. Listen to the song Mo Maria  
English translation as follows:  
Our song now is for Mary  
Let it be strong  
Let our love be great

### Learning Outcomes

The children will be able to:

- recognise ways in which we celebrate Mary's holiness - tapu and mana that God gave her.

## VI FAITH AND THE PRIMARY SCHOOL-AGED CHILD

Catholics acknowledge that faith is a gift of grace, given to each person, who, with the help of the Holy Spirit responds in his or her own unique way. The process of faith development is closely linked to the stages of human development. This process is often referred to as a faith journey.

As with all aspects of human growth, faith develops and changes as people grow through, and are challenged by, the events of their lives. It is faith that helps people make sense of their lives.

The Religious Education curriculum aims to help children make meaningful connections between faith and their lives. The term "faith" is used in a dual sense - the faith by which we believe (God's gift), and the faith in which we believe (i.e. the Catholic faith).

Children in the primary school years from five to thirteen are at a particular stage on their lifelong journey in faith. There has been much research done in this area which identifies some of the characteristics that are evident in this stage. This research has been considered during the preparation of the material in the Religious Education curriculum for primary schools on which this parish programme is based.

It is important to keep in mind that this Programme is for Primary aged children. It is not appropriate, or possible, to include everything that the Catholic Church believes and teaches. Children must have the opportunity to continue their Religious Education.

## VII PRACTICAL POINTS FOR CATECHISTS

The material for each session follows a set pattern.

A suggested procedure for catechists is contained in the numbered boxes. The most important section is highlighted so that a catechist can organise the session to make sure that this material is covered.

Surrounding each numbered box is information for the catechist relevant to that part of the process.

Also included are:

- \* Scripture or other texts for catechists to reflect on before the session
- \* A list of songs and other useful resources - These are from the Primary School Religious Education Programme and may be purchased from Tablet Colour Print, PO Box 1285, Dunedin.
- \* A list of Learning Outcomes - these are a guide to what children should learn.

# INSTRUCTIONS FOR GOD STRAND

Junior A - God 1

## God Created the Universe out of Nothing, and keeps it in Being

We don't have words to tell what God is like. We get little peeks from Creation. We can take time each day to notice God in the world. We can ask God to bless us and everything we do during the day.

1. Children sit in circle surrounded by pictures of creation, including people. The catechist explains that all these pictures show us a little of what God is like.

### CATECHIST'S PRAYER

I see your handiwork in the heavens: the moon and stars you set in place.  
What is humankind that you remember them - the human race that you care for them?

Psalm 8:4-5

We can read the story of creation in the very first story of the Hebrew Scriptures. God has always been. God is now, and God will be forever and ever

2. Play quiet music. Invite children to close their eyes and imagine what it was like "in the beginning". Read the words from a prepared card: Gen 1:1-2. Wonder. With reflective music playing, read paraphrase of Gen. story. (See next page) Create a mural as creation items are named.

God took "seven days" to create the world. Each "day" God created something new, and saw that it was very good. Creation is good because it shares in God's great goodness.

Only God can create. People use what God creates to make things.

3. Take children outside. Identify what God creates, and what people make. Invite children to sing "God holds the whole world". See Children's Activity Book page 2.

God keeps creation going. Each person is made in God's likeness. We can see signs of God's Love in the gifts of all creation.

4. Gather in the prepared space. Invite children to imagine if God forgot to give air, water, sun, what would happen to the earth and people. Parents, friends, workers, are God's way of caring for our needs.

**SONGS:**  
"God holds the whole world"  
"Our God is good"  
"Hello my God"

**STORIES:**  
Thinking about God  
God is like - 3 Parables for children

**PRAYERS:**  
Morning Prayer

### Learning Outcomes

The children will be able to:

- recall words which tell what God is like; recall Morning Prayer
- recall that God created everything in the world, and keeps it in being
- identify that God creates, people make.

# INSTRUCTIONS FOR COMMUNION OF SAINTS STRAND

Junior A - Communion of Saints 2

## Jesus was Taught By His Parents

As Jesus grew he learned to read and write and he learnt parts of the OT of the Bible by saying it over and over lots of times until he could remember it.

1. Review and add articles brought by children to the Mary table. Pray the Hail Mary

### CATECHIST'S PRAYER

Then he went down with them to Nazareth, and was obedient to them.  
Luke 2:51

Joseph and Mary were Jesus' first teachers. Just after he was born they took him to a temple. The Temple was a special holy place where Jewish people went to pray.

2. Introduce Scripture Luke 2:22-39 and discuss: what being presented means as a Jewish custom. how Simeon recognised Jesus was a very special baby, God's own son. how babies are presented for Baptism nowadays. See Children's Activity book page 33

Joseph and Mary like your parents would have taught Jesus what was right and wrong and good ways to behave. Families teach people many good things about living

3. Around the group children name something their family has taught them including:
  - loving and caring ways
  - helpful things to do
  - polite ways of behaving
  - respectful ways of speaking and acting

Jesus' family were Jewish people. They often like to bless God. They called on God to bless people and food to make them holy. They would say the words of blessing and touch whatever was to be blessed. In this way it was made holy.

4. Sing "Mary said Yes!" Pray the blessing prayer See Children's Activity book page 34

### Learning Outcomes

The children will be able to:

- listen to the story of Jesus presentation at the Temple
- identify things that Joseph and Mary taught Jesus

Mary is the Mother of God

Mary is a very important person because she is the Mother of Jesus

1. Set up a table or display with marian objects eg a statue, a picture, book, rosary beads. Talk about objects

CATECHIST'S PRAYER

Blessed are you among women and blessed is the fruit of your womb.

Luke 1:42

Mary and Joseph loved Jesus and cared for him like your family-whanau love and care for you today.

Mary was an ordinary Jewish girl who tried very hard to be a good person to do her best and to love God

It is thought that her parents were named Anne and Joachim

2. Read the Annunciation Story Luke 1:26-38  
Have children dramatise the story. Get children to share ideas including:  
Who Mary was  
How might she have felt being asked to be the Mother of Jesus  
How Jesus had two fathers, God the father in heaven and Joseph his foster father on earth.  
Discuss what Mary and Joseph would have done around their home and town.  
See Children's Activity book pages 31 & 32

God wanted someone special who would love and care for his son so God chose Mary.  
God gave Mary the gift of being very holy or full of grace.

We remember her when we say her special prayer. In the prayer we pray to Mary and ask her to pray for us, Holy Mary, Mother of God pray for us.

3. Introduce the Hail Mary Words on chart.

SONG:  
"Mary said, Yes!"

Another way of remembering Mary is by naming people after her

Learning Outcomes

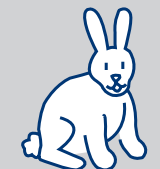
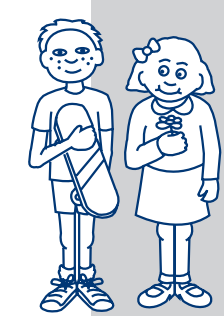
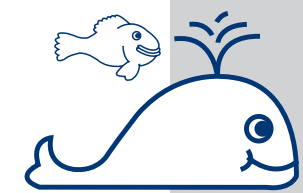
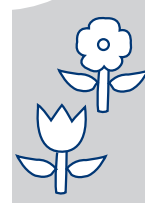
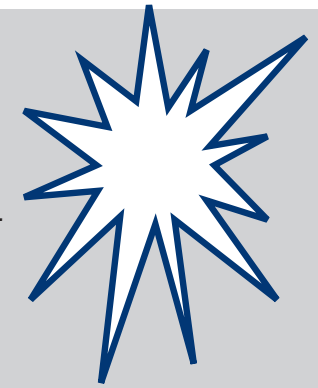
The children will be able to:

- identify Mary as the Mother of Jesus
- recognise the Hail Mary as a special prayer to Mary
- name Mary and Joseph as Jesus' parents

4. Make a chart with variations on the name Mary - Marie, Marietta, Miriam, etc. Play and learn the song "Mary said, Yes!"

The Beginning

In the beginning, the earth was empty. Darkness covered everything. But God was there. God had a great plan. "Let there be light," God said. And suddenly, golden light shone all around. God called it "day." God called the darkness "night." With the light and the darkness, the first day passed. On the second day, God said, "Let there be a great space." So the space was formed, deep and high. God called the space "sky." God made rivers and seas on the third day. God formed the mountains and deserts, the islands and beaches. God planted tall trees, swaying grasses, and flowers of every colour. When the fourth day came, God put lights in the sky: the fiery sun for daytime, the sparkling moon and dancing stars for night. On the fifth day, God filled the water with fishes of all shapes and sizes. God made the birds to glide across the sky. God made animals on the sixth day: furry animals, scaly animals, smooth, sleek animals. And on that day, God made people. When God was finished, God saw that everything that was made was very good. And on the seventh day God rested.



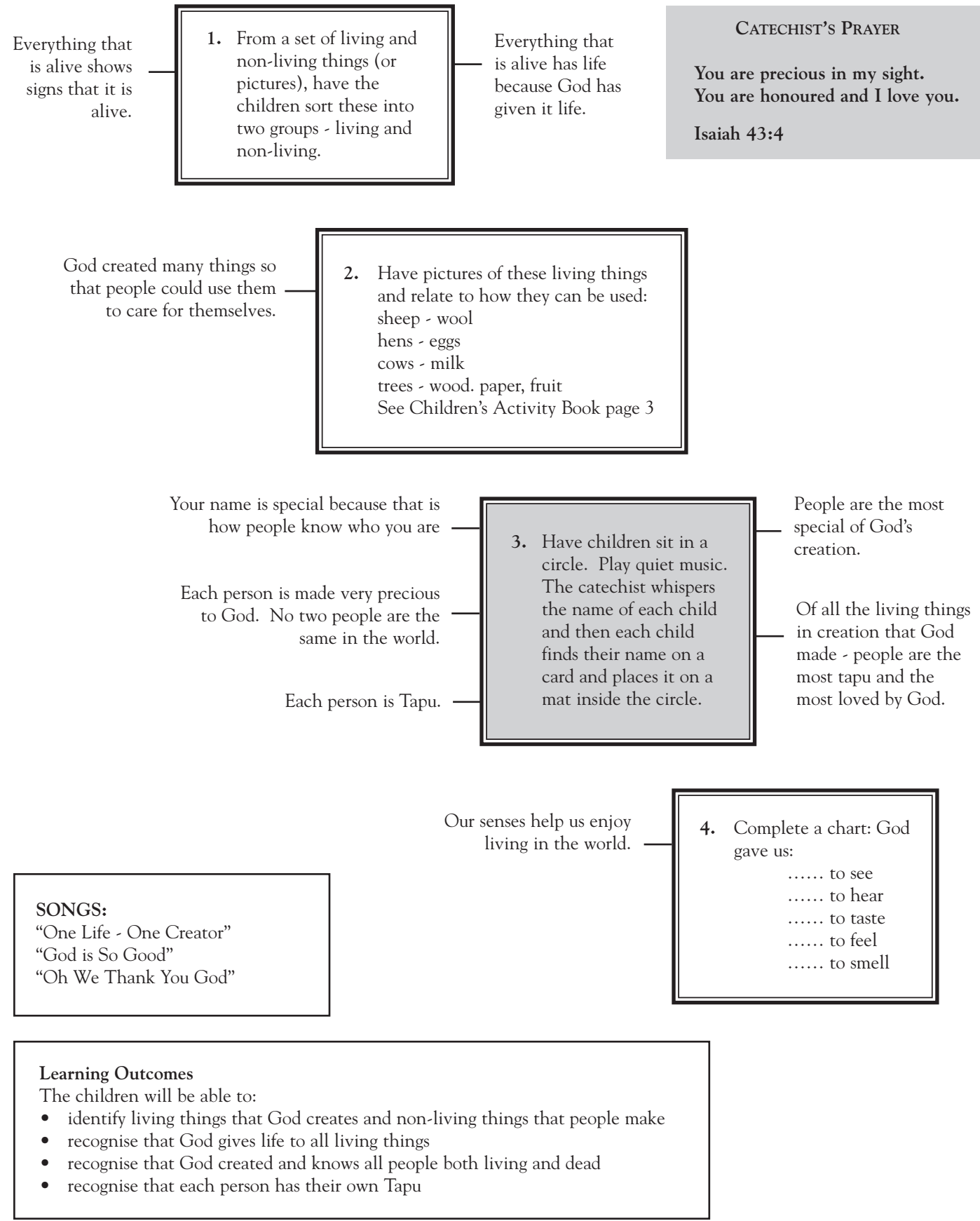
Genesis 1:1-31 2:1-4



# INSTRUCTIONS FOR GOD STRAND

Junior A - God 2

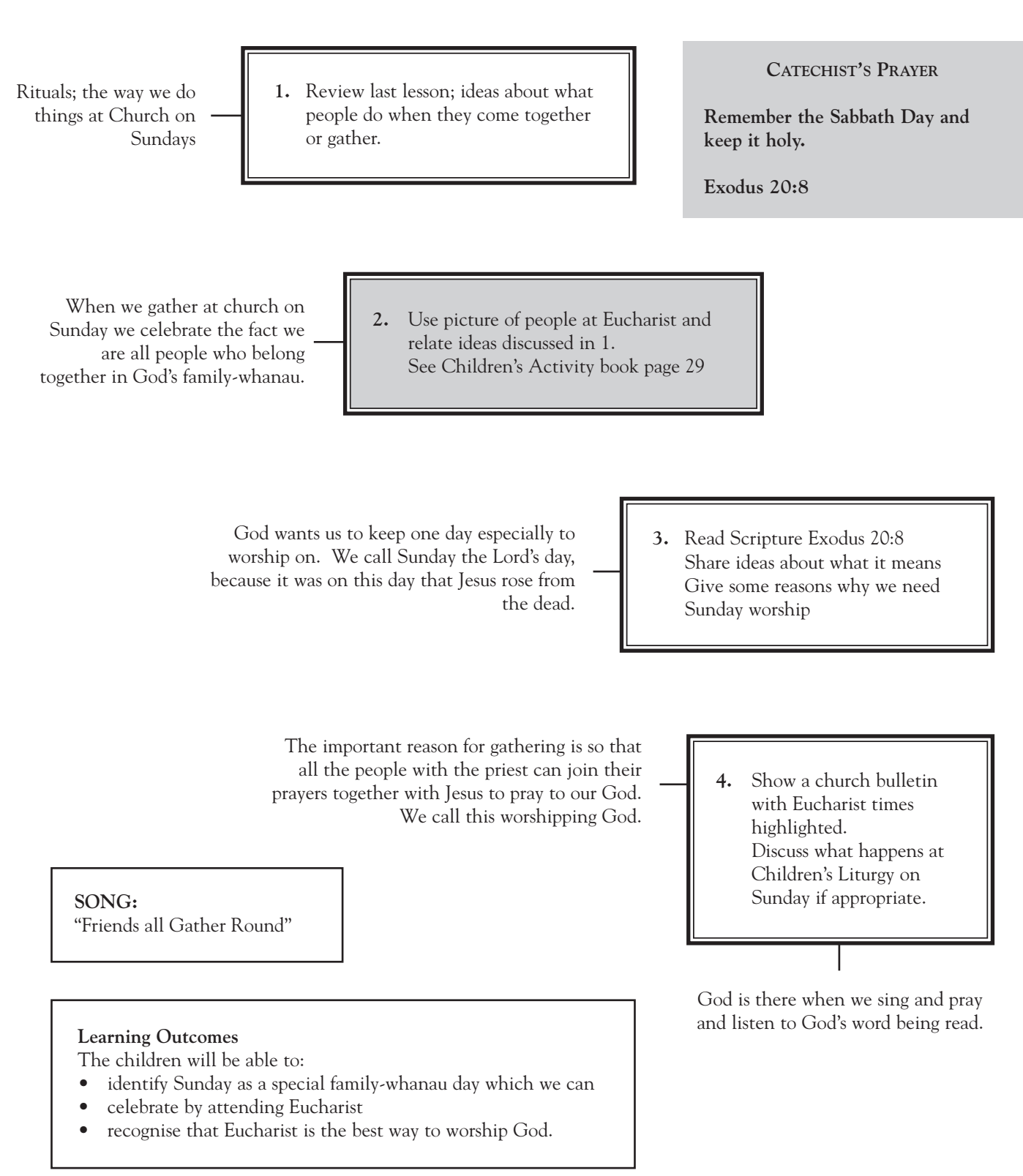
## People are God's Unique Creation Made in Love for Love



# INSTRUCTIONS FOR SACRAMENT STRAND

Junior A - Sacrament 3

## Eucharist - Time for Gathering to Worship God





# INSTRUCTIONS FOR SACRAMENT STRAND

Junior A - Sacrament 2

## Everyday Rituals and Church Rituals

Everyday there are things we do at the same time and in the same order. These things we call rituals.

1. Write or display the word ritual. Introduce the idea that a ritual is a set way of doing things. Give some examples. Invite children to share ideas about morning, evening, weekly and weekend rituals at home, birthday rituals. See Children's Activity book page 27

### CATECHIST'S PRAYER

So I shall always sing of your name, fulfilling the vows I have taken, day after day.

Psalm 61:8

Rituals are a special part of our lives. They help us to understand what is happening.

2. Share the Journal story "Mail Day" Pt 1, No2, 1992

Ritual actions help us to know which parts of the Eucharist are especially important or holy.

3. Talk about when we pray or go to church there are lots of rituals eg, blessing ourselves with holy water, standing to hear the Gospel, lighting candles, singing together. Liken to having a special meal at home, preparing the table, cups, plates, food, tablecloth. See Children's Activity book page 28

Some of the rituals we use at Eucharist are like ones we use at home.

**SONG:**  
"We are the Church"

4. See Children's Activity book, page 30

### Learning Outcomes

The children will be able to:

- recognise what a ritual is
- identify some familiar rituals
- identify 2 rituals common to family-whanau meals and Eucharist

# INSTRUCTIONS FOR GOD STRAND

Junior A - God 3

## All of Creation, Including the Unseen, such as Angels is God's Good Gift

### CATECHIST'S PRAYER

Let all the People praise you O God;  
Let all the Peoples praise you.  
Let all the nations be glad and sing for joy.

Ps 67:3-4

Everything God created is God's good gift to people. God saw it and said it was good.

1. Take children to a place where they can use their senses to enjoy creation. In quiet talk to God about creation. Lead children to name ways they can care for creation.

God likes us to give thanks and praise for creation. We can do this in word, in song, dance and silently in our hearts. A very special way we give God thanks is the way we care for all of creation.

2. Invite children to a prepared space. Ask them to share ideas about visible / invisible aspects of Creation. Share ideas about angels. Imagine what they might be like. God uses angels as messengers Mary - Luke 1:26-38 Christmas story Dramatise in pairs. See Children's Activity book page 4.

Most of what God created people can see. God also created Angels - they are invisible - they are spirit. Angels constantly praise and thank God and are God's messengers to people. Our Guardian Angels remind us of God's special care.

### SONGS:

"Our God is Good"  
"Come on and praise and sing"  
"I sing in Praise"  
"Hello my God"

### PRAYERS:

"Hail Mary"  
"Glory be to the Father"  
Excerpts from Psalms

Not only can people thank God for all of creation, they can praise God too. The Psalms are songs of praise. When we gather for eucharist we give praise and thanks to God.

3. From a selection of "Creation items" ask children to choose one. With reverence praise God for this special gift. Lead children to dance a "Praise of God" dance.

### Learning Outcomes

Children will demonstrate ways to:

- identify angels as part of the unseen creation: as God's messengers to people
- recognise that it is important for people to give Praise and Thanks to God
- identify the Psalms as songs of praise.

# INSTRUCTIONS FOR JESUS STRAND

Junior A - Jesus 1

## Jesus Invites us to be Friends with Him

When Jesus lived on earth he had lots of friends. His special friends were called his apostles.

Jesus spoke kindly to children. He encouraged them to be good. He hugged them and laughed with them and listened to their stories.

1. Read to the children the story of Jesus blessing the children:  
Mark 10:13-16

Invite the children to dramatise the story.

Ask: How do we know Jesus loved children?  
(He let them come to him)

How did Jesus show his love for children?  
(He laid his hands on them and blessed them)

Jesus had a special love for children. He wanted to be their friend. He liked being with them.

Jesus invited children to be his friends. Jesus invites to be his friends.

Jesus chose 12 special people to be his helpers. We call these people apostles.

The apostles were ordinary people who did ordinary jobs like fishing, until Jesus called them, to follow him in a very special way.

2. Read the children the story of Jesus calling the disciples:  
Mark 1:16-20; 3:13-19  
Invite the children to dramatise the stories.

Refer: Children's Activity Book page 5 to the picture of the apostles. Ask the children to write the names of the apostles on this picture (Andrew, Phillip, Peter, James, Thaddeus, Bartholomew, Thomas, Nathaniel, Matthew, Simon, Judas, John).

Jesus invites us to follow him too. He does not make us do so. We can choose to be a follower of Jesus. We do this by our words and our actions.

When we share and help, we follow Jesus. When we include others in our games and encourage them, we follow Jesus.

Two of Jesus' friends were called Mary and Martha. They had a brother called Lazarus. Jesus loved going to their home to have tea and to talk with them.

Jesus had another friend called Mary Magdalene. She cared for Jesus and was one of his followers.

3. Have mounted on poster cards pictures of Martha, Mary, Lazarus, Mary Magdalene and Zacchaeus. Invite the children to share ideas about what Jesus might have done with his friends:  
had meals with them  
walked or travelled with them  
prayer with them  
talked with them  
comforted them

Read the story of Zacchaeus (Luke 19:1-8) Ask: How did Zacchaeus change his ways after being with Jesus?

Sometimes Jesus invited people to be his friends whom other people did not like. Zacchaeus was one of those people.

Jesus invites us to be friends with him and to be friends with everyone as well, even people we don't like very much.

### Learning Outcomes

Children will be able to:

- recognise that Jesus invites them to be his friends
- identify two people Jesus called to follow him
- identify some of Jesus' friends.

### CATECHIST'S PRAYER

No one has greater love than this,  
to lay down one's life for one's friends.  
John 15:13

# INSTRUCTIONS FOR SACRAMENT STRAND

Junior A - Sacrament 1

## The Holiness of God - Reminders of the Holiness of God

God is holy - tapu. That means God is full of goodness.

All that God made is good and holy. People, creation.

1. Write or display the word Holy and invite children to share ideas about what they think about Holy when they hear or say the word. Explain: Holy means connected to God  
Lead discussion: God shares God's own life with us - people are holy  
Where there is goodness - God is.  
Good places, good things remind us of God.

### CATECHIST'S PRAYER

...take off your shoes, for the place on which you stand is holy ground.

Exodus 3:5

There are some special places and objects that we say are holy, they remind us of God who is holy.

2. Show a variety of pictures; beach, forest, sunset, flowers etc.  
Have a display of special objects eg crucifix, Bible, rosary beads, holy picture, statue, candle, explain why they are holy. See Children's Activity book page 25

When people come together at Church or in groups God is present

3. Catechist introduces the use of holy water (use as Prayer time). Offer a simple prayer to God asking God to bless the water and make it holy through Jesus and the Holy Spirit. Use the water to bless yourself and pass the container around for each child to bless themselves. See Children's Activity book page 26

We can use everyday things to remind us of the holiness and presence of God.

### SONG:

"Thank You, God for Being so Good"

4. Teach song:  
"Thank You, God for Being so Good"

### Learning Outcomes

The children will be able to:

- demonstrate an awareness of the sacredness of special places and objects
- identify special places and objects that remind us of God.

# INSTRUCTIONS FOR CHURCH STRAND

Junior A - Church 3

## Living Like Jesus

1. Welcome children and ask them  
What do we do to remember people?  
Have you ever forgotten someone or something?  
Have you ever felt forgotten?  
Activity p 22  
Catechist reads;  
God never forgets us and loves us always. Jesus came to tell us of God's love.  
Invite children to place their hand within the outline and say, eg  
God will never forget me.  
Write the children's name within the hand.  
In workbooks or on paper, children draw outline of their hand and write in names of family/friends.  
Underneath write:  
God will always love us. God will never forget us.

### CATECHIST'S PRAYER

Very truly I tell you, the one who believes in me will also do the works that I do and, in fact, will do greater works than these, because I am going to the Father.

John 14:12

2. Choose 1 or 2 of the following:  
Jesus Welcomes the Children (Mk 10:13-16)  
Jesus Heals Jairus' Daughter (Mk 5:22-24, 35-43)  
Jesus Helps the Blind Man (Mk 10:46-52)  
After reading invite responses from the children to the question: What is Jesus like?  
Write their responses on board or paper, eg kind, loving, caring, forgiving, etc. When list is complete, ask children to write it on the face of Jesus on Children's Activity page 23.  
Catechist and children to sit in circle and identify times when they are like Jesus and when someone has been like Jesus to them.  
Praise children for loving actions and say:  
Jesus wants us to live his way.  
Children to repeat each line after catechist.  
Jesus wants us to live his way.  
To follow him closely everyday.  
He was kind and so are we.  
We'll live his way and loving be.  
He's our friend and this we know.  
God's gift to us, God's love to show.

3. In groups of 2 and 3 discuss ways that we can carry on living like Jesus.  
Share with the whole group.  
Discuss how to do this at home, school, neighbourhood.  
Encourage children to think of a loving action for each situation.  
See Children's Activity book, page 24

4. How can we live like Jesus within the parish community?  
Recap from last lesson the ways our parish family help Father and one another.  
Make a list.  
Invite the children to mime the loving actions shown on the list.  
Read Acts 1:8, John 14:12.

### Learning Outcomes

The children will be able to:

- recognise that Jesus told us about God's love
- describe what sort of person Jesus was
- name ways they try to live like Jesus
- name ways people in the parish carry on the work of Jesus

# INSTRUCTIONS FOR JESUS STRAND

Junior A - Jesus 2

## Jesus' Life as a Child is Similar to My Life Today

The people who lived in Palestine were called Jews.

When Jesus lived on earth, he lived in a hot dry, sandy country called Palestine.

There were no bathrooms inside the home. Jesus would go outside to a well to wash.

Jesus slept on the floor on a woven mat which he rolled up during the day.

Jesus wore a tunic of camel or goat hair. It was rough material. Mary would have spun the material and sewn it by hand.

Jesus wore leather sandals.

Because Jesus' family were Jews, the food they ate would have been prepared in the way Jewish people cook.

Jesus loved to play with his friends and make things just like you do

At school, the teachers taught Jesus and his friends about God. When Jesus knew he was God's own Son, He called him Abba - dear Father.

1. Refer to Children's Activity Book page 7 of the picture of the village in Palestine. Note the following features with the children: shared well, sheep, jars for water, camel, merchants, butcher, clothing people wore.

Show the area on a map if possible.

2. Refer to Children's Activity Book page 7 Use the picture of a house that Jesus would have lived in. Note the following features with the children: stone house, one main room, one small room, water jars for washing outside, stairs. Ask: how is this the same or different from their home?

In Jesus' house you would eat in the same room. There was just one room in the small square.

3. 1. Refer to activity page 7 Note the clothes that Jesus wore (tunic, mantle, girdle, sandals)  
2. Put the following list of things Jesus did on a chart. Ask the children to compare it with the things they do in their family today:
  - Jesus helped Mary to cook
  - Jesus carried water from the well for washing and cooking
  - Jesus milked the goat and made butter
  - Jesus set the table for meals
  - Jesus ate pita bread, butter, raisins, dates, cheese, fish, nuts, eggs, yoghurt, porridge, vegetables, honey
  - Jesus ate with his fingers
  - Jesus washed his hands before and after meals

Jesus wore a coat that looked like a blanket. He would have worn it in cool weather and to cover his head to keep the dust and sand out of his hair.

Mary and Joseph taught Jesus to pray to God. Jesus learned prayers of praise and thanks, and old songs and poems which we call Psalms as all Jewish children did.  
Pray this prayer with the children:

4. List on a card the following games and activities that Jesus did. Ask if the children do these now in their families;
  - he liked to run races
  - he liked to play ball with his friends
  - he went exploring with his friends to find treasures such as bird's nests, feathers, eggs, flowers, stones, shells, etc
  - he enjoyed dancing and singing

I will love the  
(hands crossed over chest)  
Lord my God with all my heart  
(both hands over heart)  
and with all my soul  
(hands raised upwards)  
and all my mind.  
(hands on head)  
Deut 6:4-9

### Learning Outcomes

Children will be able to:

- recognise some features of Jesus' land and home and compare it to their land and home in Aotearoa NZ
- identify and name items of clothing that Jesus wore and some food that he ate
- identify what Jesus did to have fun and recognise a prayer that Jesus probably learned in his life.

### CATECHIST'S PRAYER

When he came to Nazareth, where he had brought up, he went to the synagogue on the Sabbath Day, as was his custom. Luke 4:16

# INSTRUCTIONS FOR JESUS STRAND

Junior A - Jesus 3

## Jesus who became a human being - our elder brother, Tuakana is the true Son of God the Father

God is Jesus' heavenly Father; Jesus needed a Father on earth as well, so Joseph became his foster-father.

When Mary and Joseph were waiting for Jesus to be born Mary went to visit her cousin, Elizabeth

1. Refer to the picture of Mary visiting Elizabeth in Children's Activity Book page 9. Invite the children to share ideas which they have learned about the house from the previous lesson. Explain who Mary and Elizabeth are and read the story of the Visitation (Luke 1:39-45).

Mary knew her baby was God's Son because the angel had told her

Elizabeth knew that Mary's baby was God's Son too, that is why she said that Mary was blessed

Jesus tells us about us and about God

Jesus is our Tuakana - Elder brother

We can tell Jesus everything and he will listen and help us.

2. Invite the children to stand if they are the eldest, youngest, only child in their family-whanau. Ask the children who have an elder sister or brother, to name them and share what is good about having an elder brother or sister. Refer to the picture of Jesus in Children's Activity Book page 9. Ask the children to draw some people they know around Jesus. Ask them to colour Jesus.

Jesus is God's true Son and every one of us is like an adopted child of God.

Every person in the world is in God's family. We are in the Aotearoa NZ part of God's family in the Catholic Church.

Jesus brought us into God's family because he became a human being like us.

We all have a special place in our family

We belong to the part of God's family we call the Church.

Usually the elder brothers and sisters in a family have a special role to play. We can talk to them and ask them to help us.

3. Refer to the Children's Activity Book page 10 showing family members. Have the children circle the words as you describe the following family members: tupuna - grandparents, matua - parents, sisters, brothers, cousins, uncles, aunties, mokopuna - grandchildren. Ask: what special place do elder brothers and sisters have in the whanau? (protect, show how to do things, look after, help and support, listen). Ask? how does Jesus do this also? (leads people to God, shows people how to live, teaches people, guides people, listens to people, helps people).

We can talk to Jesus and ask him to help us. He will listen to us and help us.

Jesus is our Tuakana - our elder brother.

### Learning Outcomes

Children will be able to:

- recall the words which Elizabeth said to Mary
- recognise Jesus as God's Son and our elder Brother - Tuakana
- recognise that Jesus our Tuakana guides and leads us.

### CATECHIST'S PRAYER

Those whom God had already chosen were also set apart to become like God's Son so that he would be the first born within a large family. Romans 8:29

# INSTRUCTIONS FOR CHURCH STRAND

Junior A - Church 2

## The Parish Family

1. Catechist invites children to recall 'significant' points made in last session ie God gave us families to love and care for us we are members of extended family-whanau Jesus was part of a family-whanau Jesus was part of an extended family-whanau

2. Have the words FAMILY and PARISH prominently displayed on board or butcher paper. Encourage children to recap on meaning of family. Note down 'buzz' words on board/paper, eg  

FAMILY	PARISH
loves	
cares	
celebrates	

3. Say: A parish is made up of families who come together to celebrate and pray. Our parish is part of the Catholic Church. All the people in our parish are part of the Church. Explain about genuflecting. See Children's Activity book page 20

4. Say: Each parish family has a name. My parish family name is Invite children to repeat. When all have contributed say together: Thank you God for our parish family. Sing: Parish is My Family See Children's Activity book page 21

5. Invite the children to break into small groups. Catechist encourages the children to discover similarities between family, extended family and parish. Report back to main group. Talk through discoveries/findings. Add to list,  

eg	FAMILY	PARISH
	loves	worships
	cares	ministry
	celebrates	Eucharist etc
	meets etc	gathers

### SONG:

"Parish is my Family"

### Learning Outcomes

The children will be able to:

- name the parish to which they belong
- name the parish priest
- recognise that we belong to the Church family
- identify key tasks that the priest does
- identify ways that people help

### CATECHIST'S PRAYER

That they may all be one. As you, Father, are in me and I am in you, may they also be in us, so that the world may believe that you have sent me. The glory that you have given me I have given them, so that they may be one, as we are one.

John 17:21-22

6. Who guides our parish family? Our parish priest is..... Encourage children to discuss what things Father (name) does in the Parish. Make a list. In what ways does our parish family help? (Special ministers, altar servers, visitors) Relate again to family - encourage discussion. Thank you God for Father (s)... Thank you God for special people. Thank you God for our parish family. Thank you God for special people. Sing: Parish is My Family See Children's Activity book page 21

# INSTRUCTIONS FOR CHURCH STRAND

Junior A - Church 1

## We belong to a Family

1. Catechist welcomes the children and shares with them that: God gave us a family-whanau so that we would have people to love and care for us and in turn we care for them.

2. Catechist invites the children to sit in a circle and share the names of the people in their immediate family-whanau eg In my family are... Thank you God for our families. (ensure all children have a chance to share/pray) See Children's Activity book page 18

3. Show a picture of the Holy Family. Name them. Say: This is Jesus' family, they loved and cared for him. Read or tell in own words Matt 2:13-22 (adapted) One day when Jesus was just a baby, an angel told Joseph that a mean king was going to hurt all the new babies. Joseph and Mary packed up quickly and put little Jesus onto their donkey's back and hurried away to a safe place called Egypt. Mary and Joseph stayed in Egypt until it was safe for them to return. Invite children to share about times when they have been cared for by their family-whanau. How did it make you feel? See Children's Activity book page 19

4. Catechist tells the children of their importance in the extended family - aunts, uncles, cousins, etc - we are special to all these people and they to us. God gave us our extended family-whanau so that we will always have someone to love us. Together we can share both the happy and sad times. Invite children to share times when extended family come together, eg birthdays, Christmas, weddings, funerals, tangis. Families come together to help, love and support each other.

### Learning Outcomes

The children will be able to:

- name the people God gave them in their family-whanau
- name the people in Jesus' family-whanau
- identify the people in their extended family
- identify with family in scripture

### CATECHIST'S PRAYER

You are precious in my eyes, and I love you, whom I have formed, who I have made.

Is 43:4,7

### SONG:

"God Has Made Us a Family"

5. Catechist introduces the Visitation Story to the children. Luke 1:36,39-43,56 (adapted) An angel came to Mary and told her that she would have a baby boy, and that her cousin Elizabeth, who was an old lady, was going to have a baby boy too. Mary went quickly over the hills to where Elizabeth lived with her husband Zachariah. She was pleased to see Elizabeth and called out to her. Elizabeth knew that Mary was especially chosen by God and wondered why someone so special would come to see her. Mary stayed with Elizabeth for about 3 months and looked after her. Then she returned to her home. Catechist explains that what Mary did is what members of extended family do to help each other. Ask children to think of the people in their extended family. How many are there? Where do you meet? (at homes/on the marae) What is it like when you are all together? etc. Invite children to sit in a circle. Each child says: I have ..... people in my extended family-whanau. All respond: Thank you God for special people. Conclude with - "God Has Made Us A Family" (Hi God 3)

# INSTRUCTIONS FOR HOLY SPIRIT STRAND

Junior A - Holy Spirit 1

## The Holy Spirit is God and Effective in People's Lives

Whom we cannot see because God is Spirit

Holy Spirit is God Te Wairua Tapu

1. Holy Spirit is God's Life and energy. We know the Spirit is there by what it does. Breath = Spirit Blow up balloons Windmills See Children's Activity book page 11

### CATECHIST'S PRAYER

The Spirit of the Lord is upon me for he has anointed me. He has sent me to bring good news to the poor, to bind up hearts that are broken.

Isaiah 61:1

Holy Spirit of God helps us to be what God wants us to be.

2. Breath is a sign of life. We each share God's breath. Hongi - we share breath. Breath the Spirit helps us to be who God wants us to be. To smile, tell the truth, speak kindly, be helpful, care and co-operate.

Recognise how the Holy Spirit prompts us to live in the way God wants.

3. Tell stories about being prompted to do the right thing. "Has this happened to you?" Share experiences Holy Spirit reminds us Listening for Spirit when quiet and still is another way of praying. Write your own prayer to the Holy Spirit on the flame and place it on your family prayer table.

### SONGS:

'Spirit Blessed Dove' from Can You Hear Me? by D Summers & K Watt/Morehu  
'One Life, One Spirit' from Beautiful Green Planet, Sounds Developments Ltd. Cecily

### PRAYERS:

Traditional Prayer - Sign of the Cross English, Maori

Holy Spirit, God the Father and Jesus are ONE

4. Make sign of the Cross Maori and English (Children's Activity book page 12) Speak of and pray to God Father, Jesus, and Holy Spirit

### Learning Outcomes

The children will be able to:

- recognise that Holy Spirit helps us to be what God wants us to be
- recognise times when Holy Spirit prompts us
- recognise that Holy Spirit, God the Father and Jesus are ONE
- recall Sign of Cross in English and Maori

# INSTRUCTIONS FOR HOLY SPIRIT STRAND

Junior A - Holy Spirit 2

## Wind and Water Remind Us of The Holy Spirit of God

Often we see or hear things that remind us of something.

Nature has many ways of telling us or reminding us of things - clouds/rain buds/spring siren/fire  
These are signs which tell us what is happening.

There are signs which remind us that the Holy Spirit of God is alive all around us. One of these signs is wind. The Holy Spirit is like the wind.

1. Discuss signs. One sign is wind. We cannot see wind but we can see it working. Make darts, see Children's Activity book, page 13, and show how they move in the wind. Share ideas about what wind can do even though it cannot be seen eg blow leaves around. Relate wind to action of Holy Spirit See Children's Activity book page 14.

### CATECHIST'S PRAYER

And suddenly from heaven there came a sound, like the rush of a violent wind. All of them were filled with the Holy Spirit.

Acts 2:2,4

Water is also a sign that reminds us of the Holy Spirit. Water is also a SIGN of the Holy Spirit. Water does what the Holy Spirit does - it gives life and helps us to grow.

2. Invite children to share ideas about how water makes things grow  
animals  
plants  
people

Baptism is a sign that we have begun to share in the life of the Holy Spirit. Water gives life and so the Holy Spirit is like water because it fills people up. It gives us life.

3. Show a picture of a baptism and share what happens with water at Baptism. Children's Activity book page 15

### Learning Outcomes

The children will be able to:

- recognise effects of wind
- identify ways the Holy Spirit is like wind
- recognise effects of water
- identify ways the Holy Spirit is like water.

# INSTRUCTIONS FOR HOLY SPIRIT STRAND

Junior A - Holy Spirit 3

## The Holy Spirit, God the Father and Jesus, Are All One God

The Holy Spirit is God. Just as the Father is God and Jesus is God. It is hard for us to understand how God is one and also three. Our colour experiment shows the children how

1. Children to do experiment God is three in one, see Children's Activity book, page 16. Children sit in circle and observe while you place milk in a flat plate and add three different food colourings in three different parts of the plate. Then add a few drops of dish detergent to each of the food colourings. Discuss what happens. The colours move together to become one. Children trace over God is Three in One.

When we bless ourselves we use the names of all three persons, Father, Son and Holy Spirit. When we say we believe in God we mean we believe in the three persons, Father, Son and Holy Spirit in one God.

2. Children in pairs to bless themselves noting the names of the three persons who are one God. Revise Maori version of Sign of Cross from Session 1

3. Use a stool as another image of three in one. Include how a stool with only two legs is incomplete. Learn the poem together:  
God is One yet  
God is Three  
Children make small musical instrument eg woodblock

Three persons in one is difficult to understand. This is part of the mystery of God who is so great and so different from us.

### CATECHIST'S PRAYER

But the Advocate, the Holy Spirit whom the Father will send in my name will teach you everything.  
John 14:26

### Learning Outcomes

The children will be able to:

- recognise the Holy Spirit, God and Jesus are all one God.
- relate the colour experiment to God as three in one.