

# Eucharist Intergenerational Program

## "A Walk through the Mass"

### The Four Movements of the Mass

#### Learning Objectives

"A Walk through the Mass" guides learners of all ages to...

- develop a deeper understanding of the four-fold movement of the Mass: gathering, storytelling, meal sharing, and sending forth (*know-what*)
- utilize their understanding of the four-fold movement to participate more actively and more meaningfully in the celebration of the Eucharist (*know-how*)
- develop an appreciation for the significance of the Eucharist for their daily lives as Catholics (*know-why*)

#### Catechism Connection

1322-1405

#### Background Readings

Anderson, Frank. *Making the Eucharist Matter*. Notre Dame, IN: Ave Maria Press, 1998.

Hughes, Kathleen. *Saying Amen – A Mystagogy of Sacrament*. Chicago: Liturgy Training Publications, 1999.

Mahoney, Roger. *Gathering Faithfully Together: A Guide for Sunday Mass*. Los Angeles: Archdiocese of Los Angeles, 1998. Check the web site: [www.la-archdiocese.org](http://www.la-archdiocese.org).

Mahoney, Roger Cardinal. *Participating Fully at Sunday Mass*. (Catholic Update C0698) Cincinnati: St. Anthony Messenger Press.

Mick, Lawrence. *Forming the Assembly to Celebrate the Mass*. Chicago: Liturgy Training Publications, 2002.

Mick, Lawrence. *Worshipping Well – A Mass Guide for Planners and Participants*. Collegeville, MN: Liturgical Press, 1997.

Richstatter, Thomas. *Sacraments – How Catholics Pray*. Cincinnati: St. Anthony Messenger Press, 1995.

Richstatter, Thomas. *A Walk through the Mass – A Step-by-Step Explanation*. (Catholic Update CU 0889) Cincinnati: St. Anthony Messenger Press.

Shannon, William. *Eucharist: Understanding Christ's Body*. William Shannon. (Catholic Update C0199) Cincinnati: St. Anthony Messenger Press.

Smolarski, Dennis. *Q&A: The Mass*. Chicago: Liturgy Training Publications, 2002.

Weber, Gerard. *The Eucharist – A View from the Pew*. Cincinnati: St. Anthony Messenger Press, 2000.

#### Potential Uses

- Sacramental preparation session for children and parents preparing for First Eucharist

- Sacramental preparation session for adults in the RCIA
- Preparation program on Eucharist theme for Church year feasts such as Holy Thursday and Corpus Christi
- Preparation program on Eucharist connected to the Sunday Lectionary readings on the theme of Eucharist such as the Emmaus story and the loaves and fishes story

### Children's Resources

Hart, Corinne. *We Say Thanks – A Young Child's Book for Eucharist*. Cincinnati: St. Anthony Messenger Press, 1991.

Nelson, Gertrud Mueller. *A Walk through Our Church*. New York: Paulist Press, 1998.

Nussbaum, Melissa Musick. *My First Holy Communion – Sunday Mass and Daily Prayers*. Chicago: Liturgy Training Publications, 2001.

Ramshaw, Gail. *Sunday Morning*. Chicago: Liturgy Training Publications, 1994.

Stanton, Sue. *Child's Guide to the Mass*. New York: Paulist Press, 2000.

Getty-Sullivan, Mary Ann. *God Speaks to Us in Feeding Stories*. Collegeville, MN: Liturgical Press, 1997.

### Parent Resource for First Eucharist

Luebering, Carol. *Your Child's First Communion*. Cincinnati: St. Anthony Messenger Press, 2002.

# Session Resources

## Before the Session

### Environment

Set-up a table of the symbols, colors, books and items used at Mass. Encourage the children to view these items up close. Include the following items on your table:

- Liturgical symbols: bread, grapes or wine, cup, plate, candles
- Liturgical colors: vestments
- Liturgical books: Lectionary, Book of the Gospels, Sacramentary

Before the session prepare the tables with a tablecloth, a large pillar candle (lighted), a loaf of bread (unsliced), a glass of wine (or grape juice), and a Bible.

### Home Kit

#### **Home Activities at Generations of Faith Online**

- Meal Ritual: Emmaus: Recognizing the Risen Lord
- Meal Ritual: Loaves and Fishes: Hospitality at the Table
- Meal Ritual: Bread of Life, Life to the Full: Living Bread
- Meal Ritual: Barbecue on the Beach: Enthusiasm for Jesus
- Meal Ritual: Corpus Christi: This is My Body and Blood
- Meal Ritual: Holy Thursday, Last Supper: Service to All
- Meal Ritual: Matthew, Tax Collector: All Are Invited to Dine with Jesus
- Table Ritual: Sacrifice (Corpus Christi)
- Table Ritual: Thanksgiving
- Ritual Moment: Bread
- Ritual Moment: Wine and Cup
- Ritual Moment: Sign of Peace
- Ritual Moment: Our Father
- Ritual Moment: Offertory
- Ritual Moment: Commissioning
- Meal Enrichment Activity: Making Meal Time Special
- Meal Enrichment Activity: Celebrating a Family Meal
- Scripture Reflections on Eucharist

#### **People of Faith—Generations Learning Together Magazines (Harcourt Religion)**

- *Celebrating the Sacraments: Eucharist* (Volume 4, number 2)

#### **Catholic Update (St. Anthony Messenger Press)**

*A Walk through the Mass – A Step-by-Step Explanation.* Thomas Richstatter, O.F.M. Catholic Update C0889.

*Finding Jesus in the Eucharist: Four Ways He Is Present.* Rev. Lawrence Mick. Catholic Update C0705.

*The Holy Eucharist: What Time Is Church?* William Shannon. Exploring the New Catechism J0894.  
*Why I Go to Mass.* Thomas Richstatter, O.F.M. Catholic Update C0802.  
*Participating Fully at Sunday Mass: Adapted from "Gather Faithfully Together: A Guide for Sunday Mass."* Cardinal Roger Mahoney. Catholic Update C0698.

**Eucharist – Jesus With Us (St. Anthony Messenger Press)**

*The Community Gathers.* Father Thomas Richstatter, O.F.M. Eucharist – Jesus with Us Q0505.  
*Do This in Memory of Me.* Father Thomas Richstatter, O.F.M. Eucharist – Jesus with Us Q0605.  
*The Lord's Supper.* Father Thomas Richstatter, O.F.M. Eucharist – Jesus with Us Q0705.  
*Our Greatest and Best Prayer.* Father Thomas Richstatter, O.F.M. Eucharist – Jesus with Us Q0805.  
*Communion with the Lord and the Church.* Father Thomas Richstatter, O.F.M. Eucharist – Jesus with Us Q0905.

**Prayer Resource**

For additional prayer services consult:

Haas, David. *Increase Our Faith – Parish Prayer Services for Whole Community Catechesis.* (Three Volumes: Year A, B, C) Mystic, CT: Twenty-Third Publications, 2004, 2005, 2006.

# Materials for the Session

## Gathering

- Name tags
- Community building activities
- Opening Prayer Service Handout
- Bible

## All Ages Opening Learning Experience

## In-Depth Learning Experience

### Supplies

- 8.5 x 11 paper
- poster board, poster paper or 11x17 paper
- crayons/ markers and other arts and crafts materials
- Newsprint or poster paper, markers, tape
- Art supplies for adolescents and adults (see optional Integration activity)

### Handouts

- *The Parts of the Mass*
- *A Walk through the Mass*
- *Developing Good Liturgical "Habits"*
- *Celebrating the Eucharist in Our Lives (Adults)*
- *Living the Mass All Week*
- *Concluding Prayer Service*
- Parents, adolescents, and adults: *A Walk through the Mass—A Step-by-Step Explanation*. Thomas Richstatter, O.F.M. (Catholic Update CU 0889) Cincinnati: St. Anthony Messenger Press.
- Parents, adolescents, and adults: *Eucharist: Understanding Christ's Body*. William Shannon. (Catholic Update C0199) Cincinnati: St. Anthony Messenger Press.
- Parents, adolescents, and adults: *Participating Fully at Sunday Mass*. Cardinal Roger Mahoney (Catholic Update C0698) Cincinnati: St. Anthony Messenger Press.
- Youth: *The Top 10 Reasons for Going to Mass*. Jim Auer, (Youth Update YO398). Cincinnati: St. Anthony Messenger Press.

### Books for Children

- Children's Bible
- Getty-Sullivan, Mary Ann. *God Speaks to Us in Feeding Stories*. Collegeville, MN: Liturgical Press, 1997.
- Ramshaw, Gail. *Sunday Morning*. Chicago: Liturgy Training Publications, 1994.

### Books for Adolescent and Adults

- Sunday Missals or copies of a Sunday Mass with all of the Mass parts
- Bibles (see optional Integration activity)

### Drama Resources

- Glavich, Mary Kathleen. *Acting Out the Gospels – 40 Five-Minute Plays for Education and Worship*. Mystic, CT: Twenty-Third Publications, 1999.

### Videos for Families with Children

- *What We Do At Mass*. Chicago, Liturgy Training Publications, 1999. (17 minutes) The children will see and hear a community celebrating Sunday liturgy with a voiceover of children, ages 7-13, explaining and commenting on the Mass.
- *Mass for Older Children*. Cincinnati: St. Anthony Messenger Press. (15 minutes)  
This video is focused on children in grades 4-8 and presents the four movements of the Mass and challenges children to live it in their daily lives.

### Video for Adolescents and Adults

*A Walk through the Mass*. St. Anthony Messenger Press.

## Sharing Learning Reflections and Home Application

### Closing

- Closing Prayer Service

# Session at a Glance

Part One: Gathering (5 minutes)

Part Two: All Ages Learning Experience (20 minutes)

Part Three: In-Depth Learning Experience (90 minutes)

## Choose a Learning Group Format

- Whole Group Format  
(The age group format can be modified into a whole group format.)
- Age Group Format
- Learning Activity Centers

## Age Group Learning Plan

### Families with Children

1. Opening Activity: Parts of the Mass
2. Exploring the Four Movements of the Mass
3. Personal Guide to the Mass

### Adolescents

1. Presentation
2. Guided Tour of the Mass
3. Reflection
4. Integrating Learning
5. Living the Faith Story

### Adults

1. Presentation and Discussion
2. Explore the Four Parts of the Mass
3. Reflection
4. Living the Faith Story

## Learning Activity Centers

1. A Guided Tour of the Mass
2. Design a Bulletin Cover
3. Make a Placemat
4. Create a Personal Guide to the Mass
5. Sing Eucharist Songs
6. Scripture Stories and Eucharist
7. Read a Book Together
8. Film Festival
9. Write a "Mass for Youth" (in the adolescent leaning plan)
10. Create an Artistic Presentation of the Mass (in the adolescent learning plan)

11. Create an Advertisement for the Mass (in the adolescent learning plan)

Part Four: Sharing Learning Reflections and Home Application (25 minutes)

Part 5. Closing Prayer Service (10-15 minutes)

# Part 1

## Gathering (10 minutes)

### 1. Registration and Hospitality

- Welcome people and ask them to sign in for the program.
- Ask people to make a name tag or provide one.
- Distribute the Home Kit for the session, including any handouts participants will need for the session. (You can also distribute handouts for the In-Depth Learning program at the beginning of the activity.)
- Invite people to share a meal; depending on time of day, the program may end with a meal instead.

### Welcome

[spoken text] Welcome the participants to the program and introduce the theme of the session, using the words below or your own words.

“A Walk through the Mass” presents an understanding of the four-fold movement of the Mass: gathering, storytelling, meal sharing, and sending forth. The goal of the session is to help everyone participate more actively and more meaningfully in the weekly celebration of the Eucharist and develop a deeper appreciation of the significance of the Eucharist for our daily lives as Catholics.

### 2. Group Formation

For the All Ages Learning Experience organize people into intergenerational small groups of approximately eight people. Ask all members of the same family to sit together in these intergenerational groups. Each group should have as many of the following categories as possible: family (parents, children, teens), young adults, adults without children, and older adults. If members of the same family are intergenerational – children, teens, parents, and grandparents – keep them together in one group.

For the In-Depth Learning Experience organize table groups of families with children, adolescents, and adults in separate rooms.

### 3. Opening Prayer Service

Lead a prayer service on the theme of the Eucharist. Select a Scripture reading such as Luke 24:13-35 (Emmaus Story). For prayer texts consult the Sacramentary (for prayers and Eucharistic prayers). Check the following sources for songs on Eucharist:

- *Singing Our Faith – A Hymnal for Young Catholics* (Chicago: GIA Publications, 2001) [Hymnal, Leader’s/Catechist’s Manual, 11 CD set]

- *Walking by Faith – Music and Ritual Prayer for Children*. David Haas and Robert W. Piercy. (Chicago, GIA Publications, 1997.) [CD]
- *Spirit and Song – A Seeker’s Guide for Liturgy and Prayer*. (Portland: OCP Publications, 1999.) [Hymnal and 10 CD set]
- *Gather – Comprehensive*. (Chicago: GIA, 1994)

## Part 2

# All Ages Learning Experience (20-25 minutes) A Special Meal

Organize people into intergenerational table groups.

Ask participants to take a moment to reflect personally on the questions below and then share their reflections with the group. Remind them that this is a storytelling experience so be sure to give each person time to share his or her story without interruptions or discussion. Write the questions on newsprint for all to see or develop a handout with the questions.

**Step 1.** Ask all of the participants to recall the story of a meal— Thanksgiving, Christmas, Easter, Family Reunion— that was significant for them and/or their family? For families: select a significant family meal that the children would have celebrated recently.

**Step 2.** Ask the individual participants (adolescent and adults) to reflect on the meal they have selected using the following questions.

- What did you celebrate?
- What happened?
- Why was it important?

Ask the parents and children to work together to recall the story of how they celebrate this meal in their family and to identify what happens at the meal. Ask them: *Think of the things you do before, during, and after the meal.* Ask them to write each item on individual file cards. Ask each family to organize the file cards with actions in the order in which they usually happen. Here are examples of typical things we do at significant meals are:

- We greet people when they arrive – get hugs and kisses.
- We tell stories – to “catch-up” with each other.
- We set the table.
- We gather at the table.
- We say grace or a special prayer before the meal.
- We eat the meal – tell more stories, remember good times, people, etc.
- We say goodbye and hope you will get together again soon.

**Step 3.** Ask the participants to name the movement and patterns in the meal and why they think these are important. Ask them to identify other important meals that follow the same pattern, e.g., Thanksgiving, Christmas, Easter, special events (birthdays, anniversaries, family reunion), etc.

Remind people that patterns (rituals) are a normal part of all events, especially special events. Ask them to think about the ritual of an athletic event or even going to a movie (preparing, gathering, waiting, viewing, talking about the movie, eating together). The ritual pattern is important for the success of the event.

**Step 4.** Invite the participants, in intergenerational groups, to share their story and reflections with the other people at their table. Remind them this is a sharing activity, not a discussion so be sure to give each person time to share his or her responses.

**Step 5.** Ask the participants, in intergenerational groups, to try to identify the similarities between family special meals and the weekly celebration of the Mass.

## Part 3

# In-Depth Learning Experiences (90 minutes)

The In-Depth Learning Experience is designed for the **Age Group Learning Format** (using the lesson plan with break-out groups for families with children, adolescents, and adults), and **Learning Activity Center Format** (using the activity center descriptions under the Learning Activity Center Format section).

## Age Group Format

This format provides for three separate parallel learning programs. Though age groups are separated, each one is focusing on the same topic.

You might choose this format if you have:

- an adequate number of meeting spaces for the various groups to gather
- an adequate number of competent facilitators and catechists to work with each group
- a topic that is best explored through age-specific learning

## Facilitation Tips for This Format

- Organize participants into three or more parallel learning groups: families with children (grades 1-5), adolescents (grades 6-12), and adults.
- If there are a large number of adolescents, divide them into two groups: middle school and high school.

Organize separate groups for young adults, adults, and older adults. Or you can give the adults their own choice for forming small groups.

- Direct the adolescents and adults into small groups. Give them all the handouts and learning materials needed for the learning experiences
- Guide the families with children into table groups of two or more families. Give each table all the handouts and learning materials necessary for the learning experiences.
- A facilitator must guide all of the families through each learning experience, while catechist move from table to table assisting.

## Age Group Format Outline

The In-Depth Learning Plan can be utilized for break-out groups of families with children, adolescents, and adults.

### Families with Children

You can organize the learning activities in two ways. The lesson plan is designed for table groups of two or more families (you can organize individual family groups). Make sure each

table has the supplies, instructions, and learning materials necessary to do the activities. A facilitator guides the families through each activity. Catechists move from table to table assisting families.

### **Learning Plan Outline**

1. Opening Activity: Parts of the Mass
2. Exploring the Four Movements of the Mass
3. Personal Guide to the Mass

You can also organize the lesson in activity centers (see Activity Center Format next).

## Adolescents

### **Adolescent Learning Plan Outline**

1. Presentation: A Walk through the Mass
2. Guided Tour of the Mass
3. Reflection
4. Integrating Learning
5. Living the Faith Story

## Adults

### **Adult Learning Plan Outline**

1. Presentation: A Walk through the Mass
2. Explore the Four Parts of the Mass
3. Reflection
4. Living the Faith Story

## Learning Activity Centers

The Learning Activity Center Format provides structured learning activities at a variety of stations or centers in a common area. Learning activity centers are self-contained learning experiences, focusing on a specific topic or theme. They include brief presentations by the facilitators, interactive and experiential activities, group discussion and sharing. Each center can utilize a different learning method, such as drama or role play, creative arts, prayer, ritual, film, games, demonstrations, exhibits, and music.

One of the best ways to envision a Learning Activity Center Format is to imagine visiting a children's museum or one of the Epcot pavilions at Walt Disney World in Orlando. You will find a variety of interactive, experiential exhibits, media presentations, and staff-facilitated learning activities.

Learning Activity Centers can be used with all age groups. They can be developed for an intergenerational audience or for particular age groups, such as families with children or adolescents or adults. Learning Activity Centers can also be utilized in the families with children learning program within the Age Group Format.

## Scheduling and Learning Plan Outline

You can use the Learning Activities Center Format with the intergenerational, family, and life-cycle learning activities listed below (and described later). You can organize intergenerational activity centers or age-appropriate learning centers for parents and children, teens, and adults. Each activity lasts from 20-30 minutes, allowing everyone to participate in at least four learning activities. Four rounds of learning activities are offered with activities repeated in each round

### **"A Walk through the Mass" Learning Activity Centers**

1. Guided Tour of the Mass
2. Design a Bulletin Board
3. Make a Placemat
4. Create a Personal Guide to the Mass
5. Eucharist Songs
6. Scripture Stories and Eucharist
7. Read a Book Together
8. Film Festival
9. Write a "Mass for Youth" (in the adolescent leaning plan)
10. Create an Artistic Presentation of the Mass (in the adolescent learning plan)
11. Create an Advertisement for the Mass (in the adolescent learning plan)

Here is a sample schedule with three rounds of learning centers:

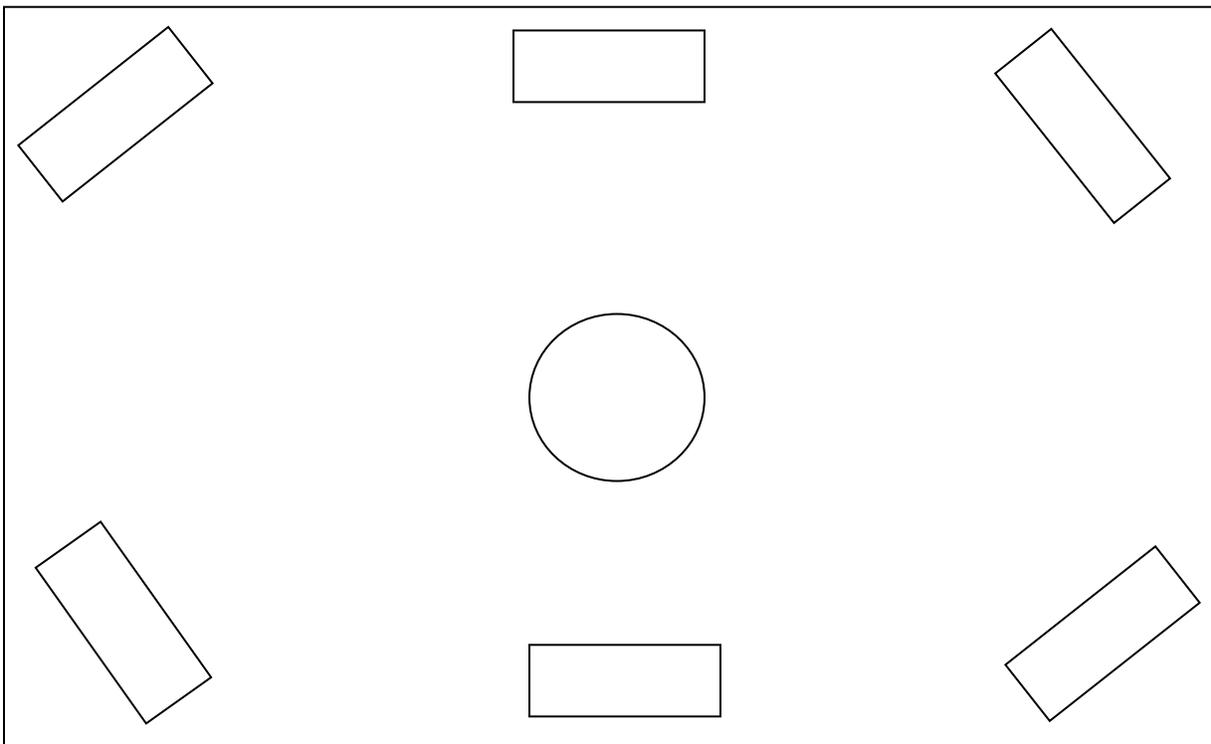
- 6:00 Hospitality and Dinner
- 6:30 Part 1. Gathering and Prayer  
Part 2. All Ages Learning Experience
- 7:00 Presentation: Four Movements of the Mass
- 7:10 Round 1: Learning Activity Centers

- 7:35 Break (move to next center)
- 7:40 Round 2: Learning Activity Centers
- 8:05 Break (move to next center)
- 8:10 Round 3: Learning Activity Centers
- 8:35 Part 4: Sharing Learning Reflections and Home Application
- 8:50 Closing Prayer

## Organizing the Activity Centers

There are two ways to set up activity centers: one large room, or multiple break-out rooms.

If you arrange all of the learning centers in one large meeting gym or parish hall, set-up the centers around the outside of the room (see example). The center space can become a storytelling center with a carpet or chairs for children to sit. The example below shows six different learning centers plus the storytelling center. You may still need separate rooms if you have a learning center that focuses on prayer (worship space) or shows a film (meeting room).



Keep in mind the following when organizing in one room:

- Make sure there is adequate space between learning centers so that people are not interrupted by the activity at other centers.
- Set-up each learning activity center with tables and chairs (or carpeted floor space) for participants to listen, discuss, and create. Children and teens can use the floor, but adults will need chairs.
- Assign each learning center a number and post the number on the wall and floor at each center.

If you arrange learning centers in multiple rooms such as meeting rooms, classrooms, parish hall, gym, worship space, assign one learning center to each space. This format resembles a conference where people move from room to room for each session. Place the learning center name outside each room and develop a list of centers with locations, and a map if necessary, so that people can easily find the correct room.

## Organizing Groups

Once you have determined how many learning centers you will offer, you can organize participants accordingly. If you offer four learning centers, you can organize the participants into four groups of equal size and assign each group a specific sequence that they will move through the learning centers. Assign a number to each learning center and an alphabet letter to each group, then describe how they will move through the centers: Group A: 1-2-3-4; Group B: 2-3-4-1, Group C: 3-4-1-2, and Group D: 4-1-2-3. If you offer three learning centers, there would be three groups rotating among the three learning centers. Keep families together in one group.

If you offer more than three or four learning centers, allow people to choose the learning centers they are going to experience. Remind them that if a particular center is crowded, they can move to another center and then return to their first choice in another round. Families with children should stay together because the activities require parents to work with their children.

## Staffing

Each center is facilitated by a team of facilitators/catechists who guide the participants through the activity plan. The teaching team facilitates the overall learning plan for the center: making presentations, guiding learning activities, organizing discussions, and so on. The number of team members needed depends on the complexity of the activities and the number of participants at a learning center. Teams should have at least two or three people, but some centers will require five or six people. Older adolescents can also serve as members of the teaching team, and are especially valuable in facilitating creative activities and dramatic presentations.

To present the focus of each learning activity center, ask the teaching teams to present a very brief overview of what they will be doing in each center. Give each participant the list of learning activity centers with short descriptions, a schedule and the locations of the centers.

## Activity Center Plans

### Activity Center: A Guided Tour of the Mass

This can be organized into four learning centers using the learning activities in the family and adolescent session plans.

- Assemble everything you would need for a guided tour of the Mass: candles, Children's Lectionary, Sacramentary, loaf of bread and grape juice, vestments (color of the season), music (hymnal; have music on a CD that you can use to play an opening song and a closing song), table cloth, etc.
- Place a table in the center of the room.
- Select a Sunday that you want to use for your guided tour. Use the Children's Lectionary and Sacramentary for that Sunday.
- Use the *Handout: A Walk through the Mass* to guide the group through the Mass. The children and parents should have their handout near them for easy reference.
- Conduct your guided tour by doing the activity below and inviting the children to recall from their experience what is done at each step of the Mass. Try to get the children (and parents) actively involved in reading, praying, singing, and gesturing as possible.
  1. **Gathering:** sing or play an opening song; make sign of the cross greet each other, pray the opening prayer from the Sacramentary.
  2. **Storytelling:** read (or invite individual children to read) the Old Testament, Psalm (done responsorially), New Testament, and Gospel readings.
  3. **Meal Sharing:** set the table, read excerpts from the Eucharist Prayer (#2 or #3), pray the Our Father, break the bread and pass it around, pass the cup around (emphasize that at Mass the bread and wine are consecrated and become the Body and Blood of Christ).
  4. **Sending Forth:** pray the closing prayer from the Sacramentary, make the sign of the cross, and close in song.

### Activity Center: Create a Personal Guide to the Mass

To help people participate more actively at Mass help them to create a "Personal Guide to the Mass" on poster board, poster paper, or 11x17 paper (folded into a booklet). Provide them with a brief background on the four parts of the Mass and then ask them to illustrate each of the four movements of the Mass with a symbol or picture, key words or actions, and a short prayer (Jesus, help me to listen to your Word; Jesus, thank you for sharing your life with us; etc.). Use the *Handout: A Walk through the Mass* to assist children with their work. (This handout is found at the end of the children's learning program.)

### Activity Center: Design a Bulletin Cover

Have paper, crayons, and markers available for participants to design bulletin covers related to the four movements of the Mass. Along with the art supplies, have pictures of Bible stories showing Jesus eating with people, pictures of the Last Supper, pictures of bread and grapes, etc.

## Activity Center: Make a Placemat

Have construction paper, scissors, glue, crayons, and markers available. Invite children to draw a picture that they could use for a placemat at home. Children can make their placement on 11x17 paper. You could have Eucharist symbols already cut out of construction paper for those who need help in getting started. Ask them to write a Eucharist prayer to include on their placemat. Consult children prayer books and family books for ideas. After a child has finished a picture, have clear contact paper available to use in covering both sides of the picture. Backing the picture with a sheet of cardboard (or drawing directly on poster board) makes the placemat more sturdy.

## Activity Center: Sing Eucharist Songs

Use hymns and songs to illustrate each movement of the Mass – gathering song, listening to God’s word song, breaking bread song, commissioning song. Check your parish hymnal, children and youth music (CDs), and liturgical music (CDs) and select songs for each movement. After each song reflect on the meaning of the song and connect it to the four movements of the Mass. Use the *Handout: A Walk through the Mass* to assist the children in making the connections. (This handout is found at the end of the children’s learning program.)

## Activity Center: Scripture Stories and Eucharist

Use Scripture stories to illustrate the movements of the Mass. Read the story of Jesus’ appearance to the two disciples on the road to Emmaus (Luke 24:13-35) and ask the children to uncover the four movements on the Mass in the story. You can also dramatize the story.

### Children’s Drama Resources

Glavich, Mary Kathleen. *Acting Out the Gospels – 40 Five-Minute Plays for Education and Worship*. Mystic, CT: Twenty-Third Publications, 1999.

Glavich, Mary Kathleen. *Acting Out the Miracles and Parables*. Mystic, CT: Twenty-Third Publications, 1988.

Zyromski, Page McKean. *Echo Stories for Children – Celebrating Saints and Seasons in Word and Action*. Mystic, CT: Twenty-Third Publications.

### Adolescent Drama Resources

Marmoughet, Rosemary. *Scripture Alive – Role-Plays for Youth*. Winona, MN: St. Mary’s Press, 1997.

Rousell, Sheila O’Connell and Terri Vorndran Nichols. *Lectionary-Based Gospel Dramas for Advent, Christmas, and Epiphany*. Winona, MN: St. Mary’s Press, 1997.

Rousell, Sheila O’Connell and Terri Vorndran Nichols. *Lectionary-Based Gospel Dramas for Lent and the Easter Triduum*. Winona, MN: St. Mary’s Press, 1999.

Schneider, M. Valerie. *Gospel Scenes for Teens – 23 Guided Prayer Meditations*. Mystic, CT: Twenty Third Publications, 2000.

## Activity Center: Read a Book Together

Create a story center where parents and children can hear and/or read stories about Jesus eating with people, about the Mass,

### Scripture Stories:

Matthew 14:13-21 / Mark 6:34-44 / Luke 9:10-17 / John 6:1-15

Matthew 26:26-30 / Mark 14:1-26 / Luke 22:7-20

Luke 11:37-44

Luke 14:12-24

Luke 24:36-48

John 13:1-15

John 21:1-4

### Storybooks

Getty-Sullivan, Mary Ann. *God Speaks to Us in Feeding Stories*. Collegeville, MN: Liturgical Press, 1997.

Nelson, Gertrud Mueller. *A Walk through Our Church*. New York: Paulist Press, 1998.

Nussbaum, Melissa Musick. *My First Holy Communion – Sunday Mass and Daily Prayers*. Chicago: Liturgy Training Publications, 2001.

Ramshaw, Gail. *Sunday Morning*. Chicago: Liturgy Training Publications, 1994.

Stanton, Sue. *Child's Guide to the Mass*. New York: Paulist Press, 2000.

## Activity Center: Film Festival

- Children: *What We Do At Mass*. Chicago, Liturgy Training Publications, 1999. (17 minutes)  
The children will see and hear a community celebrating Sunday liturgy with a voiceover of children, ages 7-13, explaining and commenting on the Mass.
- Children: *Mass for Older Children*. Cincinnati: St. Anthony Messenger Press. (15 minutes)  
This video is focused on children in grades 4-8 and presents the four movements of the Mass and challenges children to live it in their daily lives.
- Adolescents and adults: *A Walk through the Mass*. Cincinnati: St. Anthony Messenger Press. (30 minutes) A four part video: story, witness of real life Catholics, teaching on the four movements of the Mass, and music video (*Song of the Body of Christ*).
- Adolescents and adults: *Why We Go to Mass – Liturgy Our Lives*. Chicago: Loyola Press. Use the 30-minute segments: *The Mass*.

# Sacrament of Eucharist Learning Experience

## Preparation

### Supplies

- 8.5 x 11 paper
- poster board, poster paper or 11x17 paper
- crayons/markers and other arts and crafts materials
- Newsprint or poster paper, markers, tape
- Art supplies for adolescents and adults (see optional Integration activity)

### Handouts

- *The Parts of the Mass*
- *A Walk through the Mass*
- *Developing Good Liturgical "Habits"*
- *Celebrating the Eucharist in Our Lives (Adults)*
- *Living the Mass All Week*
- *Concluding Prayer Service*
- Parents, adolescents, and adults: *A Walk through the Mass—A Step-by-Step Explanation*. Thomas Richstatter, O.F.M. (Catholic Update CU 0889) Cincinnati: St. Anthony Messenger Press.
- Parents, adolescents, and adults: *Eucharist: Understanding Christ's Body*. William Shannon. (Catholic Update C0199) Cincinnati: St. Anthony Messenger Press.
- Parents, adolescents, and adults: *Participating Fully at Sunday Mass*. Cardinal Roger Mahoney (Catholic Update C0698) Cincinnati: St. Anthony Messenger Press.
- Youth: *The Top 10 Reasons for Going to Mass*. Jim Auer, (Youth Update YO398). Cincinnati: St. Anthony Messenger Press.

### Books for Children

- Bible and Children's Bible
- Getty-Sullivan, Mary Ann. *God Speaks to Us in Feeding Stories*. Collegeville, MN: Liturgical Press, 1997.
- Ramshaw, Gail. *Sunday Morning*. Chicago: Liturgy Training Publications, 1994.
- Sunday Missals or copies of a Sunday Mass with the Mass parts (adolescents/adults)
- Bibles (see optional Integration activity)

### Videos for Families with Children

- *What We Do At Mass*. Chicago, Liturgy Training Publications, 1999. (17 minutes) The children will see and hear a community celebrating Sunday liturgy with a voiceover of children, ages 7-13, explaining and commenting on the Mass.
- *Mass for Older Children*. Cincinnati: St. Anthony Messenger Press. (15 minutes) This video is focused on children in grades 4-8 and presents the four movements of the Mass and challenges children to live it in their daily lives.

### Video for Adolescents and Adults

*A Walk through the Mass*. St. Anthony Messenger Press.

# Families with Children Session

## 1. Opening Activity: Parts of the Mass

There are two ways you can conduct the opening activity. Parents and children can work together or in family clusters.

**Option 1:** The first option is to cut out the symbols from the *Handout: The Parts of the Mass* and give each child all the symbols in an envelop (or paper-clipped). Explain to the children that you are giving them cards with symbols for the different actions of the Mass. Ask each child to arrange the symbols in the order we do the actions at Sunday Mass. When they think they have the right order, ask them to paste the symbols onto a piece of paper in order. (If you use rubber cement, they will be able to move the pictures later if they need to make corrections.) Do not correct the answers. You will do this later.

**Option 2:** The second option is to distribute the *Handout: The Parts of the Mass*. Explain to the children that you are giving them a handout with symbols for the different actions of the Mass. Ask each child to arrange the symbols in the order we do the actions at Sunday Mass by numbering them in order. Do not correct the answers. You will do this later.

(The correct order of the pictures can be found on the *Handout: A Walk through the Mass*. Remember that even though singing is sequenced at the beginning of the Mass, the children can place singing at other times and still be correct.)

## 2. Exploring the Four Movements of the Mass

### Background Reading for Leaders

*A Walk through the Mass—A Step-by-Step Explanation*. Thomas Richstatter, O.F.M. *Catholic Update* (Catholic Update CU 0889).

### Video Presentation

It is strongly recommended that you use one of the two videos in your presentation. Be sure to preview each video to select the video that is best for your group. Both videos provide an explanation of the four movements of the Mass.

- *What We Do At Mass*. Chicago, Liturgy Training Publications, 1999. (17 minutes)  
The children will see and hear a community celebrating Sunday liturgy with a voiceover of children, ages 7-13, explaining and commenting on the Mass.
- *Mass for Older Children*. Cincinnati: St. Anthony Messenger Press. (15 minutes)  
This video is focused on children in grades 4-8 and presents the four movements of the Mass and challenges children to live it in their daily lives.

If you are unable to use a video presentation, there is an alternative teaching option at the end of this section.

## Activity Plan

There are two approaches for exploring the four movements of the Mass using the video:

- Option 1: Show the entire video and then discuss and apply the learning.
- Option 2: Show the video in segments (organized around the four movements of the Mass) and discuss after each video segment.

Here is an outline of how to use each option.

### **Option 1: Video Presentation followed by Discussion and Activities**

Show the video program in its entirety.

After viewing the video ask the parents and children to discuss the following questions:

- What do you think about the liturgy we just saw? (Seek as many responses as possible.)
- What was your favorite part? (Encourage interaction.)
- How is the liturgy in the video like the one you go to on Sunday?
- What else did you see that's just like your parish?
- What was different from the church you go to?

Then review the four basic movements of the Mass:

- Gathering
- Storytelling
- Meal Sharing
- Sending Forth

Now connect each movement of the Mass to the special meal you discussed in the first activity of the session. Present the similarities between a family meal and the Mass. You may want to write each movement of a family meal and the Eucharistic meal on 8.5 x 11 sheets of paper. (Include the three elements of meal sharing as well.) If you do this, you will be able to post the sheets on the wall and match each movement of a family meal to the Eucharistic meal. Here is an example of the correlation:

#### Family Meal

- 1) We gather.
- 2) We tell our stories.
- 3) We share our meal by
  - a) setting the table
  - b) saying grace
  - c) eating and drinking
- 4) We return home.

#### Eucharistic Meal

- 1) Gathering
- 2) Storytelling (Liturgy of the Word)
- 3) Meal sharing (Liturgy of Eucharist)
  - a) Preparation of the Table
  - b) Eucharistic Prayer
  - c) Communion Rite
- 4) Sending Forth (Commissioning)

Using the *Handout: A Walk through the Mass*, guide the parents and children through the Mass, step-by-step. Invite the children to highlight the movement and the actions. Connect the actions and symbols with the appropriate liturgical books and items for each step. Let the children

examine up close the Lectionary and Sacramentary, as well as other items. This will help familiarize them with a typical Sunday Mass.

Finally, ask the parents and children to review their work from the opening activity sequencing the parts of the Mass. Ask them to compare their sequence to the one on the Handout. How did they do? How did their results compare to the Handout? What do they need to change?

### **Option 2: Video Segments followed by Discussion and Activities**

Show the video program segment-by-segment, organized by the four movements of the Mass:

1. Gathering
2. Storytelling
3. Meal Sharing
4. Sending Forth

After each video segment connect the particular movement of the Mass to the special meal you discussed in the first activity of the session. Present the similarities between a family meal and the Mass. You may want to write each movement of a family meal and the Eucharistic meal on 8.5 x 11 sheets of paper. (Include the three elements of meal sharing as well.) If you do this, you will be able to post the sheets on the wall and match each movement of a family meal to the Eucharistic meal. Here is an example of the correlation:

#### Family Meal

- 1) We gather.
- 2) We tell our stories.
- 3) We share our meal by
  - a) setting the table
  - b) saying grace
  - c) eating and drinking
- 4) We return home.

#### Eucharistic Meal

- 1) Gathering
- 2) Storytelling (Liturgy of the Word)
- 3) Meal sharing (Liturgy of Eucharist)
  - a) Preparation of the Table
  - b) Eucharistic Prayer
  - c) Communion Rite
- 4) Sending Forth (Commissioning)

### **Segment-by-Segment Process**

1. Show the video segment.
2. After each segment use the following general questions. For specific questions on each segment consult the Leader's Guide for each video.
  - What is happening here?
  - What are people doing?
  - How are they doing it?
  - Why are they doing it?
  - What does it mean?
  - Why do you think it is important?
3. Connect this movement of the Mass with a family meal. Ask parents and children to discuss the similarities and differences.
4. At the conclusion of the video ask parents and children to discuss the following questions:
  - What do you think about the liturgy we just saw? (Seek as many responses as possible.)
  - What was your favorite part? (Encourage interaction.)

- How is the liturgy in the video like the one you go to on Sunday?
- What else did you see that's just like your parish?
- What was different from the church you go to?

Using the *Handout: A Walk through the Mass*, guide the families through the Mass, step-by-step. Invite the children to highlight the movement and the actions. Connect the actions and symbols with the appropriate liturgical books and items for each step. Let the children examine up close the Lectionary and Sacramentary, as well as other items. This will help familiarize them with a typical Sunday Mass.

Finally, ask the parents and children to review their work from the opening activity sequencing the parts of the Mass. Ask them to compare their sequence to the order on the Handout. How did they do? How did their results compare to the Handout? What do they need to change?

### Alternative to a Video Presentation: A Guided Tour of the Mass

If you are unable to use a video presentation, then familiarize yourself with content in the Catholic Update: *A Walk through the Mass* and use the following process. You might also want to use one of the additional activities below.

1. Assemble everything you would need for a guided tour of the Mass: candles, Children's Lectionary, Sacramentary, loaf of bread and grape juice, vestments (color of the season), music (hymnal; have music on a CD that you can use to play an opening song and a closing song), table cloth, etc.
2. Place a table in the center of the room.
3. Select a Sunday that you want to use for your guided tour. Use the Children's Lectionary and Sacramentary for that Sunday.
4. Use the *Handout: A Walk through the Mass* to guide the group through the Mass. The children should have their handout near them for easy reference.
5. Conduct your guided tour by doing the activity below and inviting the children to recall from their experience what is done at each step of the Mass. Try to get the children actively involved in reading, praying, singing, and gesturing. Be sure to correlate each movement to the family meal (see #6 below).
  - **Gathering:** sing or play an opening song; make sign of the cross greet each other, pray the opening prayer from the Sacramentary.
  - **Storytelling:** read (or invite individual children to read) the Old Testament, Psalm (done responsorially), New Testament, and Gospel readings.
  - **Meal Sharing:** set the table, read excerpts from the Eucharist Prayer (#2 or #2), pray the Our Father, break the bread and pass it around, pass the cup around (emphasize that at Mass the bread and wine are consecrated and become the Body and Blood of Christ).
  - **Sending Forth:** pray the closing prayer from the Sacramentary, make the sign of the cross, and close in song.
6. Correlate each action with the meal activity that the children did to open the session. (See instructions above.)

### Family Meal

- 1) We gather.
- 2) We tell our stories.
- 3) We share our meal by
  - a) setting the table
  - b) saying grace
  - c) eating and drinking
- 4) We return home.

### Eucharistic Meal

- 1) Gathering
- 2) Storytelling (Liturgy of the Word)
- 3) Meal sharing (Liturgy of Eucharist)
  - a) Preparation of the Table
  - b) Eucharistic Prayer
  - c) Communion Rite
- 4) Sending Forth (Commissioning)

7. Using the *Handout: A Walk through the Mass*, review the Mass, step-by-step. Invite the children to highlight the movement and the actions.
8. Finally, ask the parents and children to review their work from the opening activity sequencing the parts of the Mass. Ask them to compare their sequence to the order on the Handout. How did they do? How did their results compare to the Handout? What do they need to change?

## Additional Activities for Exploring the Four Movements of the Mass

If time allows you may want to enrich and expand the session with these activities:

- Consider using the Guided Tour of the Mass (above) as a follow-up to the video presentation.
- Consider using Scripture stories to illustrate the movements of the Mass. Read the story of Jesus' appearance to the two disciples on the road to Emmaus (Luke 24:13-35) and ask the children to uncover the four movements on the Mass in the story. You can also dramatize the story.
- Consider using hymns to illustrate each movement of the Mass – gathering, listening to God's Word, breaking bread, and commissioning. Check your parish hymnal, children's music (CDs), and liturgical music (CDs). Select one song for each movement. After each song reflect on the meaning of the song and connect it to the four movements of the Mass.

## 3. Personal Guide to the Mass

To help children integrate their learning from the session into their own understanding of the Mass and to help them participate more actively at Mass, ask the parents to help them create a "Personal Guide to the Mass" on poster board, poster paper, or 11x17 paper (folded into a booklet). Ask them to illustrate each of the four movements of the Mass with a symbol or picture, key words or actions, and a short prayer (Jesus, help me to listen to your Word; Jesus, thank you for sharing your life with us; etc.).

# Adolescent Learning Experience

## 1. Presentation

The presentation explores the four movements of the Mass and how this understanding can help young people participate more actively and more meaningfully in the celebration of the Eucharist.

### Introduction

Begin by explaining that the Mass follows a ritual pattern that is similar to a special meal. The Mass is a thanksgiving meal and it has four main parts. Each of these parts relate to the parts of a meal.

### Video Presentation

Show the Teaching Segment in the video, *A Walk through the Mass*, which explains the four parts of the Mass and the connection to a meal.

**Note:** If you do not use the video presentation, create a presentation using the Catholic Update: *A Walk through the Mass—A Step-by-Step Explanation* by Thomas Richstatter, O.F.M. Highlight the four key parts of the Mass. Ask the young people to follow your presentation using the *Handout: A Walk through the Mass*. Be sure to conduct an in-depth tour of the Mass (see below).

### Review the Four Parts of the Mass

If you showed the video, review the four basic movements of the Mass using the *Handout: A Walk through the Mass* and the Catholic Update: *A Walk through the Mass—A Step-by-Step Explanation* by Thomas Richstatter, O.F.M.

- Gathering
- Storytelling
- Meal Sharing
- Sending Forth

### Make the Meal Connection

Invite the young people to connect their experience of meals with the movements of the Mass. Here is an example of the correlation. You may want to write this on newsprint for all to see.

### Family Meal

- 1) We gather.
- 2) We tell our stories.
- 3) We share our meal by
  - a) setting the table
  - b) saying grace
  - c) eating and drinking
- 4) We return home.

### Eucharistic Meal

- 1) Gathering
- 2) Storytelling (Liturgy of the Word)
- 3) Meal sharing (Liturgy of Eucharist)
  - a) Preparation of the Table
  - b) Eucharistic Prayer
  - c) Communion Rite
- 4) Sending Forth (Commissioning)

## 2. Guided Tour of the Mass

This would be a good time to do a “guided tour” of a Sunday Mass. Gather around the table set with liturgical symbols or gather in the worship space of the church for this part of the session.

1. Select a Sunday Mass for review, either the Mass for next Sunday or a special Mass which celebrates a Eucharist theme such as Corpus Christ Sunday (Body and Blood of Christ Sunday). If you have Sunday missals in your parish, consider distributing copies to the group. If not, create a handout of a complete Sunday Mass from gathering through sending forth, including prayers, Lectionary readings, Eucharistic Prayer #2 or #3, etc. You may even want to start with a song and conclude with a song. (Consult the *Spirit and Song* hymnal and CD set from Oregon Catholic Press for songs. See their web site at [www.ocp.org](http://www.ocp.org).)
2. Begin by reading the quote from Antoninus Pius (Second century, 155 AD) that reminds us that the Eucharist has endured from the Early Church through the present time with the essential ritual in place. Ask the young people what that says to them about the nature of ritual and about the Mass.

“On the day we call the day of the sun, all who dwell in the city or country gather in the same place. The memoirs of the apostles and the writings of the prophets are read, as much as time permits. When the reader has finished, he who presides over those gathered admonishes and challenges them to imitate these beautiful things.

Then we all rise together and offer prayers for ourselves . . . and for all others, wherever they may be, so that we may be found righteous by our life and actions, and faithful to the commandments, so as to obtain eternal salvation. When the prayers are concluded we exchange the kiss.

Then someone brings bread and a cup of water and wine mixed together to him who presides over the brethren. He takes them and offers praise and glory to the Father of the universe, through the name of the Son and of the Holy Spirit and for a considerable time he gives thanks (in Greek: *eucharistian*) that we have been judged worthy of these gifts.

When he has concluded the prayers and thanksgivings, all present give voice to an acclamation by saying: ‘Amen.’

When he who presides has given thanks and the people have responded, those whom we call deacons give to those present the “eucharisted” bread, wine and water and take them to those who are absent.” [Antoninus Pius, 155 AD] (CCC #1345 )

3. Guide the group through the Mass, inviting the young people to highlight the movement and the actions. Invite individual young people to read different Mass parts. Stop after each of the four parts of the Mass to reflect and discuss. Use the *Handout: A Walk through the Mass* as a guide.
4. Pay particular attention to the Eucharistic Prayer – highlighting the structure of the Eucharistic prayer as presented in the video. Use the outline below to analyze the pattern of the Eucharistic Prayer and invite the young people to discuss what they are seeing. Create a newsprint sheet or a handout with the questions.
  - The Eucharistic Prayer is modeled on the Jewish Berakah prayer which has three parts:
    - We name God.
    - We gratefully remember all that God has done for us.
    - We make our petition.
  - In the Preface, we name God and gratefully remember all God has done for us.
  - The “Holy, holy, holy!” let us acclaim our wonderful God.
  - In the first part of the Epiclesis (*epiclesis* = calling upon) we make a petition asking God to send the Holy Spirit to make our gifts holy, that they may become Christ’s body and blood.
  - The priest calls to mind all Jesus did to save us.
    - The Last Supper (includes the “words of institution” or “consecration”)
    - Memorial Acclamation
    - his passion, death, resurrection and ascension (anamnesis = to recall)
  - In the second part of the Epiclesis, we petition God again, this time to send the Holy Spirit to make us holy, so that we who eat and drink may become Christ’s body and blood.
  - We continue with petitions for the pope, bishops, all who have died, and ourselves.
  - The Doxology is a “prayer of glory.”
  - The “Great Amen” is our assent to the Eucharistic Prayer.

## Additional Activities for Exploring the Four Movements of the Mass

If time allows you may want to enrich and expand the session with these activities:

- Consider using Scripture stories to illustrate the movements of the Mass. Read the story of Jesus’ appearance to the two disciples on the road to Emmaus (Luke 24:13-35) and ask the young people to uncover the four movements on the Mass in the story. You can also dramatize the story.
- Consider using hymns to illustrate each movement of the Mass – gathering, listening to God’s word, breaking bread, and commissioning. Check your parish hymnal and liturgical music (CDs). Select one song for each movement. After each song reflect on

the meaning of the song and connect it to the four movements of the Mass. (Consult the *Spirit and Song* hymnal and CD set from Oregon Catholic Press for songs. See their web site at [www.ocp.org](http://www.ocp.org).)

### 3. Reflection

If time allows, combine small group reflection with a creative integration activity.

#### Reflection Questions for Integrating Learning into One's Life

Invite the participants to reflect on their learning in groups (or depending on the number of participants in one large group). Use questions such as:

- What did you learn about the Eucharist that you hadn't know before? What difference might this new understanding make in your celebration of the Eucharist?
- How do the key points of the video and presentation help you to understand the Mass better:
  - The Mass is a thanksgiving meal.
  - There are four main parts of the Mass; these relate to the parts of a meal.
  - The Eucharist Prayer is the heart of the Mass and is modeled on the Jewish form for a prayer of blessing called the *Berakah*.
- What new questions about Eucharist do you have after viewing this segment?
- What did you think about the comparison of the Eucharist to a Thanksgiving meal (or a special family meal)? Did it help you to better understand the meaning and progression of the ritual? If yes, in what ways? If no, what is still unclear?
- In the Eucharistic Prayer we ask that God make us holy, that we be transformed into Christ, becoming Christ's body and blood. What does this mean to you? How does this become a practical reality in your life?
- In the *Berakah* prayer form on which the Eucharistic Prayer is modeled, we first name God and gratefully remember all that God has done for us *before* voicing our petitions. How might your personal prayer be enhanced by the use of this model?

### 4. Integrating Learning

#### Option 1: Write a "Mass for Youth."

Create a simulation game that engages the adolescents in writing a "new" Mass for young people today. Their work can be structured around a question such as "If you could create a Mass that would speak to young people today, what would your celebration look like?"

Organize the youth into groups of 4-6 young people and give them a sheet of newsprint or poster paper to record their work. Each group will prepare a report to present to the large group.

Tell them they are starting with a "blank piece of paper." All they have to work with is the Last Supper stories from the gospels (Matthew 26:17-19, 26-30; Mark 14:12-16, 22-26; Luke 22:7-20) and 1 Corinthians 11:23-26. (They can also use the handouts from the session.)

Using what they know about the four movements of the Mass, ask the young people to develop an outline (and some of the actual text) for a Mass for today's young people. Ask them to identify all of the elements they would include in their Mass: prayers, music, gestures, readings, ritual actions, symbols, etc. Then sequence the elements into their Mass.

## Option 2: Create an Artistic Presentation of the Mass.

Invite the young people to create a contemporary illustration using artwork of the four parts of the Mass that can be used to teach others. Their work can be structured around a question such as "If you had to teach other young people about the four movements of the Mass using artwork, what would your presentation look like?" (They can also focus their artwork on teaching children, adults in the RCIA, people who do not attend Mass, et al.)

Explain that like the artists who created stained glass windows or those who created the great religious art masterpieces, they will have the opportunity to utilize art to teach others. They can use a variety of art forms, depending on time, availability of resources, and the interests and abilities of the group. Art projects can include paintings (e.g., watercolor), posters (similar to advertising posters with painting or photos or a blend of art forms), a photo essay, sculptures, stained glass windows, a tapestry, a tile mosaic, a mural, a quilt, a collage, a banner, a mobile, etc. You may want to pre-select several art forms.

Organize the young people into four groups—one for each of the four parts of the Mass. (If you have a large number of young people, organize two groups for each Mass part.) Give them the supplies they will need and a sheet of newsprint or poster paper to record their work. Each group will prepare a report to present to the large group.

## Option 3: Create an Advertisement for the Mass.

Invite the young people to create advertisements to teach people about the Mass or to invite/attract people to participate in Sunday Mass. (They can also target their ad to youth, children, adults, people who do not attend Mass, et al.)

You can use a variety of advertising methods, e.g., a 30 second TV or radio ad, a song, an ad in a magazine, poster advertisement, a billboard, a calendar, magnets, etc. You may want to choose several methods and obtain the supplies the young people will need to accomplish their work.

This project involves writing the content for an advertisement (e.g., a script for a commercial or magazine ad), identifying or creating artwork, symbol, images, photos, etc. to accompany the content, and developing the final product. Guide the young people through the following process:

1. *Focus Your Story:* In short phrases clearly identify what you want to communicate.
2. *Select Your Advertising Approach:* Think about all the types of advertisements in magazines and on the radio and television. Select your approach, e.g. 30 second TV or radio ad, magazine ad, poster advertisement, direct mail postcard or

- advertisement, magnet for the refrigerator, screensaver for a computer screen, buttons, etc. (The young people may have other good ideas to suggest.)
3. *Design Your Advertisements*: Combine your content or message with your advertising methods to create your unique promotion. Add color or artwork or whatever else will enhance your promotion.

Organize the young people into work groups of 4-6 people. Give them the supplies they will need and a sheet of newsprint or poster paper to record their work. Each group will prepare a report to present to the large group.

## 5. Living the Faith Story

(You can conduct this in small groups or in a large group.)

### Reasons for Going to Mass

Review the ideas contained in *The Top 10 Reasons for Going to Mass* by Jim Auer. After your review the young people will have an opportunity to talk about how to use these ideas.

10. Challenge yourself to find One Genuinely Worthwhile Idea.
9. An hour's investment can result in a week's worth of better relationships at home.
8. You can reach across time and space to touch and help those you care about.
7. It's a great way to be alternative/counter-cultural.
6. You can feel good about actually doing some of those noble-sounding phrases the religion books talk about.
5. You get to tell God all kinds of great stuff and feel pretty good about it.
4. It's a great place for the start of a date.
3. If you feel that you're not worthy and won't be missed, think of some of the other people who hung out with Jesus.
2. Mass brings you into a world- and life-wide web, linking everything to Jesus and turning it to gold.
1. It's what Jesus asked us to do.

Ask the young people to review the ideas in *The Top 10 Reasons for Going to Mass* and pick several ideas that will help them participate each week at Mass. Invite them to share the ideas that made sense to them and that will help them participate more actively each week.

### Preparing for Sunday Mass

Ask each person to reflect on the role of the Eucharist in their life and their own preparation for the celebration of Eucharist. Use questions such as:

- How can you use what you learned in this program to better prepare for the celebration of Eucharist each week? Be specific!
- What is one new thing you learned about the Mass?
- What are you going to watch for at Mass this Sunday?
- How can you participate more actively at Mass this Sunday? Be specific!

# Adult Learning Experience

This learning program can be utilized in a workshop setting with a facilitator/presenter or in a small group setting, such as a faith sharing group. This learning program can also be used with parents whose children are preparing for First Eucharist.

## 1. Presentation and Discussion

The presentation explores the four movements of the Mass and how this understanding can help adults participate more actively and more meaningfully in the celebration of the Eucharist.

### Introduce the Presentation

Begin by explaining that the Mass follows a ritual pattern that is similar to a special meal. The Mass is a thanksgiving meal and it has four main parts. Each of these parts relate to the parts of a meal.

### Show the Video

Show the Teaching Segment in the video, *A Walk through the Mass*, which explains the four parts of the Mass and the connection to a meal.

**Note:** If you do not use the video presentation, create a presentation using the Catholic Update: *A Walk through the Mass—A Step-by-Step Explanation* by Thomas Richstatter, O.F.M. Highlight the four key parts of the Mass. Ask the participants to follow your presentation using the *Handout: Celebrating the Eucharist in Our Lives*. Be sure to conduct an in-depth review of all four parts of the Mass (see below).

### Review the Four Parts of the Mass

Review the four basic movements of the Mass using the *Handout: Celebrating the Eucharist in Our Lives* and the Catholic Update: *A Walk through the Mass – A Step-by-Step Explanation* by Thomas Richstatter, O.F.M.

- Gathering
- Storytelling
- Meal Sharing
- Sending Forth

### Make the Meal Connection

Invite the participants to connect their experience of meals with the movements of the Mass. Here is an example of the correlation. You may want to write this on newsprint for all to see.

### Family Meal

- 1) We gather.
- 2) We tell our stories.
- 3) We share our meal by
  - a) setting the table
  - b) saying grace
  - c) eating and drinking
- 4) We return home.

### Eucharistic Meal

- 1) Gathering
- 2) Storytelling (Liturgy of the Word)
- 3) Meal sharing (Liturgy of Eucharist)
  - a) Preparation of the Table
  - b) Eucharistic Prayer
  - c) Communion Rite
- 4) Sending Forth (Commissioning)

## 2. Explore the Four Parts of the Mass

This would be a good time to do a more thorough exploration of a Sunday Mass. Gather around the table set with liturgical symbols or gather in the worship space of the church for this part of the session.

Depending on the learning needs of the group, you can review all four parts of Mass or focus on the Eucharistic Prayer, which receives the most attention in the video presentation.

- **To review all four parts of the Mass:** Select a Sunday Mass for review, either the Mass for next Sunday or a special Mass which celebrates a Eucharist theme such as Corpus Christi Sunday (Body and Blood of Christ Sunday). If you have Sunday missals in your parish, consider distributing copies to the group. If not, create a handout of a complete Sunday Mass from gathering through sending forth, including prayers, Lectionary readings, Eucharistic Prayer #2 or #3, etc. You may even want to start with a song and conclude with a song.
- **To focus on the Eucharistic Prayer:** Select Eucharistic Prayer #2 or #3. Make copies of the prayer or distribute copies of the Sunday missal for all to use.

Being by reading the quote from Antoninus Pius (Second century, 155 AD) that reminds us that the Eucharist has endured from the Early Church through the present time with the essential ritual in place. Ask the young people what that says to them about the nature of ritual and about the Mass.

“On the day we call the day of the sun, all who dwell in the city or country gather in the same place. The memoirs of the apostles and the writings of the prophets are read, as much as time permits. When the reader has finished, he who presides over those gathered admonishes and challenges them to imitate these beautiful things.

Then we all rise together and offer prayers for ourselves . . . and for all others, wherever they may be, so that we may be found righteous by our life and actions, and faithful to the commandments, so as to obtain eternal salvation. When the prayers are concluded we exchange the kiss.

Then someone brings bread and a cup of water and wine mixed together to him who presides over the brethren. He takes them and offers praise and glory to the Father of the universe, through the name of the Son and of the Holy Spirit and for a considerable

time he gives thanks (in Greek: *eucharistian*) that we have been judged worthy of these gifts.

When he has concluded the prayers and thanksgivings, all present give voice to an acclamation by saying: 'Amen.'

When he who presides has given thanks and the people have responded, those whom we call deacons give to those present the "eucharisted" bread, wine and water and take them to those who are absent." [Antoninus Pius, 155 AD] (CCC #1345 )

Then either review the entire Mass or focus on the Eucharistic Prayer.

Guide the group through the Mass, inviting the people to highlight the movement and the actions. Invite individuals to read different Mass parts. Stop after each of the four parts of the Mass to reflect and discuss. Use the *Handout: Celebrating the Eucharist in Our Lives* as a guide.

Pay particular attention to the Eucharistic Prayer – highlighting the structure of the Eucharist prayer as presented in the video. Use the outline below to analyze the pattern of the Eucharistic Prayer and invite the young people to discuss what they are seeing.

- The Eucharistic Prayer is modeled on the Jewish Berakah prayer which has three parts:
  - We name God.
  - We gratefully remember all that God has done for us.
  - We make our petition.
- In the Preface, we name God and gratefully remember all God has done for us.
- The "Holy, holy, holy!" let us acclaim our wonderful God.
- In the first part of the Epiclesis (*epiclesis* = calling upon) we make a petition asking God to send the Holy Spirit to make our gifts holy, that they may become Christ's body and blood.
- The priest calls to mind all Jesus did to save us.
  - The Last Supper (includes the "words of institution" or "consecration")
  - Memorial Acclamation
  - his passion, death, resurrection and ascension (anamnesis = to recall)
- In the second part of the Epiclesis, we petition God again, this time to send the Holy Spirit to make us holy, so that we who eat and drink may become Christ's body and blood.
- We continue with petitions for the pope, bishops, all who have died, and ourselves.
- The Doxology is a "prayer of glory."
- The "Great Amen" is our assent to the Eucharistic Prayer.

### 3. Reflection

Invite the participants to reflect on their learning in groups (or depending on the number of participants in one large group). Use questions such as:

- What did you learn about the Eucharist that you hadn't know before? What difference might this new understanding make in your celebration of the Eucharist?
- How do the key points of the video and presentation help you to understand the Mass better:
  - The Mass is a thanksgiving meal.
  - There are four main parts of the Mass; these relate to the parts of a meal.
  - The Eucharist Prayer is the heart of the Mass and is modeled on the Jewish form for a prayer of blessing called the *Berakah*.
- What new questions about Eucharist do you have after viewing this segment?
- What did you think about the comparison of the Eucharist to a Thanksgiving meal (or a special family meal? Did it help you to better understand the meaning and progression of the ritual? If yes, in what ways? If no, what is still unclear?
- In the Eucharistic Prayer we ask that God make us holy, that we be transformed into Christ, becoming Christ's body and blood. What does this mean to you? How does this become a practical reality in your life?
- In the *Berakah* prayer form on which the Eucharistic Prayer is modeled, we first name God and gratefully remember all that God has done for us *before* voicing our petitions. How might your personal prayer be enhanced by the use of this model?

### 4. Living the Faith Story

Ask each group to discuss the following quote after a few minutes of quiet reflection time. (Refer to the *Handout: Celebrating the Eucharist in Our Lives*.)

Referring to the Eucharist, St. Augustine said:

*"If then you are the body of Christ and his members, it is your sacrament that reposes on the altar of the Lord... Be what you see and receive what you are."*

*"There you are on the table, and there you are in the chalice."*

- What does this mean to you? What implications does it have for your daily life?
- When we celebrate the Eucharist attentively, we unite ourselves with Christ present in his act of total self-giving. What implications does this have for your daily life?

Review the liturgical "habits" described by Cardinal Roger Mahoney in *Participating Fully at Sunday Mass* (Catholic Update C0698).

- Become people who worship in the midst of the Sunday liturgy.
- Become people who prepare themselves for Sunday liturgy and people for whom Sunday liturgy is preparation for the week.
- At the liturgy, be the Church.

- Apart from the liturgy, be the Church.
- Give thanks always.

Ask each person to reflect on the role of the Eucharist in their life and their own preparation for Sunday Eucharist. Give them a few moments to review *Participating Fully at Sunday Mass*. Then ask them:

- How can you use what you learned in this program and in *Participating Fully at Sunday Mass* to better prepare for the celebration of Eucharist each week?
- How can you live the Eucharist all week long?

## Part 4

# Sharing Learning Reflections and Home Application (20 minutes)

### Advanced Preparation

- Determine what each group will bring back to the large group or to their small group to share as a result of their learning.
- Determine how each group will share their reports or projects so that they “teach” the other groups about the event and theme. Here are several examples:
  - Children: sharing ideas from their “Personal Guide to the Mass” or practical ways they will prepare for Sunday Mass
  - Adolescents: sharing the results of the creative activities for integrating learning or practical ways they will prepare for Sunday Mass
  - Adults: sharing ways they can be the Body of Christ all week long or practical ways they will prepare for Sunday Mass

### Home Kit

Develop a Sacrament of Eucharist Home Kit that *extends* and *expands* the learning that has taken place through the intergenerational learning program. It should *engage* families and individuals in living their faith at home through traditions and celebrations, rituals, symbols, prayers, service projects, learning activities, and enrichment activities. Include specific activities on the event that you have selected as a focus for the session. These additional activities can include learning activities about the event, Scripture readings, table rituals, prayers, and so on.

Use a variety of design formats for your activities, such as a prayer card, stand-up card, poster, placemat, newsletter, booklet, magnet, bookmark, and artwork.

Included with this session are the following home activities:

- Meal Ritual: Emmaus: Recognizing the Risen Lord
- Meal Ritual: Loaves and Fishes: Hospitality at the Table
- Meal Ritual: Bread of Life, Life to the Full: Living Bread
- Meal Ritual: Barbecue on the Beach: Enthusiasm for Jesus
- Meal Ritual: Corpus Christi: This is My Body and Blood
- Meal Ritual: Holy Thursday, Last Supper: Service to All
- Meal Ritual: Matthew, Tax Collector: All Are Invited to Dine with Jesus
- Table Ritual: Sacrifice (Corpus Christi)
- Table Ritual: Thanksgiving
- Ritual Moment: Bread
- Ritual Moment: Wine and Cup
- Ritual Moment: Sign of Peace
- Ritual Moment: Our Father
- Ritual Moment: Offertory

- Ritual Moment: Commissioning
- Meal Enrichment Activity: Making Meal Time Special
- Meal Enrichment Activity: Celebrating a Family Meal
- Scripture Reflections on Eucharist

## 1. Whole Group Sharing and Reflection

The whole group sharing experience provides an opportunity for each age group to share something they have learned with the entire group. Ask people to rejoin their intergenerational groups from the All Ages Learning Experience OR ask family members to rejoin their own family and individual adolescent and adult participants to stay with their age groups from the In-Depth Learning Experience.

First, ask the participants to share what they learned in a small group setting or by inviting participants or groups, representing families, teens, and adults, to share projects or reflections with the entire.

[spoken text] Second, present the following information using the words below or your own words:

Think of everything we have done in this session to learn about the Sacrament of Eucharist through the four movements of the Mass. Take a few minutes to reflect on what you have learned in this session:

- What is one new thing you learned about the Mass?
- What are you going to watch for at Mass this Sunday?
- How can you participate more actively at Mass this Sunday? Be specific!

Review the Home Kit for the event containing prayers, rituals, service projects, family enrichment, and learning activities. Guide everyone in developing an individual or family action plan for living at home using the Home Kit, and planning for participation in the sacrament.

## 2. Reflection—Application Strategies

Prepare strategies and activities to guide individuals and families in *reflecting* on the meaning of their learning and their participation in the Church event and in *applying* their learning to daily living as a Catholic. The goal is to help people apply the beliefs and practices to their daily life, and report or “publish” their learning with others in the parish community.

Reflection and application activities and strategies can be included with the Home Kit. You can also include a time for feedback in your next intergenerational learning program

There are a variety of formats for reflection—application activities. Reflection tools include unfinished sentences, reflection questions, learning journals, and a structured reflection activities. Application tools include action plans, practice plans, “to do” lists, and resolutions.

Art and media strategies can also be used to express reflection and application. Consider activities such as bumper stickers, picture collages, “recipe for living” cards, posters, photos, and projects that create and bring back to Sunday Mass or the next intergenerational learning program.

### **Example: Reflection on Sunday Mass**

What did I see this week at Mass?

- Think of the colors, decorations, and artwork used at Mass this week. Think of all the actions at Mass this week.
- What did you see and do this week to worship God?

What did I hear this week at Mass?

- Think of the songs you sang this week. Think of the Scripture readings this week, especially the Gospel. Think of the message of the homily.
- What is God telling you this week at Mass?

How did I pray this week at Mass?

- Think of the prayer petitions this week and who we prayed for.
- How can you keep these intentions in prayer all week?

Think of the Eucharistic Prayer and receiving Holy Communion.

- How did you experience Jesus today at Mass and by receiving Communion? How can you give thanks for all that Jesus has done for us?

How will I live this week?

- How can you live the Mass all week – at home, at work or school, in the community?
- What is one thing you are going to do this week? Be specific!

## Part 5

### Closing Prayer Service (10-15 minutes)

Before the session prepare each table with a tablecloth, a large pillar candle (lighted), a loaf of bread (unsliced), a glass of wine, and a Bible.

The closing prayer focuses on the Last Supper using the Gospel of Matthew (Matthew 26:26-30). The prayer service is on the *Handout*. Provide an overview of the prayer service. You can ask each small group to pray together or lead the entire group through the prayer service.

#### Opening Song

Select an opening song that is focused on Eucharist, such as "Song of the Body of Christ" by David Haas. (Consult the *Spirit and Song* hymnal and CD set from Oregon Catholic Press for other songs. See their web site at [www.ocp.org](http://www.ocp.org).)

#### Table Ritual

Invite each table to pray the table ritual together, slowly and prayerfully, or lead the entire group in prayer.

"During the meal Jesus took some bread in his hands. He blessed the bread and broke it. Then he gave it to his disciples and said, 'Take this and eat it. This is my body.'

*Pass around the bread. Ask each person to break off a chunk of bread and say: "Thank you God, Bread of Life."*

"Jesus picked up a cup of wine and gave thanks to God. He then gave it to his disciples and said, 'Take this and drink it. This is my blood, and with it God makes his agreement with you. It will be poured out, so that many people will have their sins forgiven. From now on I am not going to drink any wine, until I drink new wine with you in my Father's kingdom.' Then they sang a hymn and went out to the Mount of Olives."

*Pass around the cup of wine. Take a sip and say, "Thank you God, for our spiritual drink."*

#### Closing Prayer (together)

As bread that was scattered on the hillside  
was gathered together and made into one,  
so too we, your people, scattered through the world,  
are gathered together around your table and become one.

As grapes grown in the field  
are gathered together and pressed into wine  
so too we are drawn together  
and pressed by our times to share a common lot  
and are transformed into your life-blood for all.

So let us prepare to eat and drink as Jesus taught us:  
inviting the stranger to our table  
and welcoming the poor.  
May their absence serve to remind us  
of the divisions the Eucharist seeks to heal.  
And may their presence help transform us  
into the Body of Christ.

(Adapted from the Didache, as it appears in *More than Words*, Janet Schaffran and Pat Kozak, Oak Park: IL: Meyer Stone Books, 1986, p. 51)

### **Conclude with the Our Father**

### **Closing Prayer and Song**

Close the session with a prayer and a song on Eucharist, e.g., "Song of the Body of Christ" by David Haas.