

# Eucharist Intergenerational Program

## “Celebrating Christ Present”

### Focus: Real Presence of Christ

#### Learning Objectives

“Celebrating Christ Present” guides learners of all ages to...

- develop a deeper understanding of three essential theological understandings of the Eucharist – meal, sacrifice, and real presence (*know-what*)
- utilize their understanding of the Eucharist as meal, sacrifice, and real presence to participate more actively and more meaningfully in the celebration of the Eucharist and to live as the Body of Christ in their daily lives (*know-how*)
- recognize the theological significance of the Eucharist for the Catholic faith and for their lives as Catholics (*know-why*)

#### Catechism Connection

1337-1396

#### 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.

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

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

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.

VonLehmen, Jeffrey D. *Real Presence in the Eucharist*. Catholic Update. C0996. Cincinnati: St. Anthony Messenger Press.

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 a 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

# Session Resources

## Before the Session

### Environment

Set-up a table of the symbols, colors, books and items used at Mass. Include the following items on your table: 1) liturgical symbols: bread, grapes or wine, cup, plate, candles; 2) liturgical colors: vestments; 3) liturgical books: Lectionary, Book of the Gospels, Sacramentary

### 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: Corpus Christi: This is My Body and Blood
- Meal Ritual: Holy Thursday, Last Supper: Service to All
- Table Ritual: Sacrifice (Corpus Christi)
- Ritual Moment: Bread
- Ritual Moment: Wine and Cup
- Ritual Moment: Sign of Peace
- Ritual Moment: Our Father
- Ritual Moment: Offertory
- Ritual Moment: Commissioning
- 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)**

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

*Eucharist: Heart of the Church: John Paul II's Encyclical Ecclesia de Eucharistia in Condensed Form.* C1003

*Real Presence: Jesus' Gift to the Church.* John Bookser Feister. Catholic Update C0901.

*Real Presence in the Eucharist.* Jeffrey D. VonLehmen. Catholic Update. C0996

*Eucharist.* Thomas Bokenkotter. Scripture from Scratch N0697.

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

*Toward the Mystery.* Father Thomas Richstatter, O.F.M. Eucharist—Jesus with Us Q0305.

*The First and Greatest Sacrament.* Father Thomas Richstatter, O.F.M. Eucharist—Jesus with Us Q0405.

*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.

*Source and Summit of Catholic Life.* Father Thomas Richstatter, O.F.M. Eucharist—Jesus with Us Q1005.

*The Sacrifice of Good Friday.* Father Thomas Richstatter, O.F.M. Eucharist—Jesus with Us Q1105.

*Presence of the Risen Lord.* Father Thomas Richstatter, O.F.M. Eucharist—Jesus with Us Q1205.

## 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

### All Ages Opening Learning Experience

- Opening Prayer Service Handout
- Bible

### In-Depth Learning Experience

#### Supplies

- 8.5 x 11 paper for the children
- poster board or newsprint, markers, masking tape
- art supplies, markers, crayons, paper, 11x17 paper, magazines, newspapers
- 4x6 file cards for each person

#### Handouts

- *Eucharistic Prayer for Masses for Children II*
- *My Experience of Eucharist*
- *I Believe Eucharist Is...*
- *The Sacrament of Eucharist*
- *The Eucharistic Prayer*

#### Books

- Missalettes or copies of Eucharistic Prayer II, III, or IV
- Children's Bible
- Bibles for each work group (adolescents and adults)
- Getty-Sullivan, Mary Ann. *God Speaks to Us in Feeding Stories*. Collegeville, MN: Liturgical Press, 1997.
- Crehan, Diane. *I Remember Jesus – Stories to Tell and How to Tell Them*. Mystic, CT: Twenty-Third Publications, 1999.

#### Video

- *Eucharist – Celebrating Christ Present*. St. Anthony Messenger Press. (Teaching Segment and Music Video Reflection Segment)
- Feature Film: *Jesus of Nazareth*. (Optional)
- Feature Film: *Phenomena* (Optional)

## 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

- Age Group Format
- Learning Activity Centers

## Age Group Learning Plan

### Families with Children

1. The Story of the Last Supper
2. Understanding the Eucharist
3. Eucharist and My Life

### Adolescents

1. Eucharist is...
2. Presentation on Eucharist
3. Exploration: Understanding the Eucharist – Meal, Sacrifice, and Real Presence
4. Eucharist and My Life

### Adults

1. Presentation
2. Exploration Activity: Read, Reflect, and Present
3. Eucharist and My Life

## Learning Activity Centers

1. Understanding the Eucharist in Song
2. Creative Art Activity – Three Understandings
3. Creative Writing Activity – Eucharistic Prayer
4. Creative Art Activity – Eucharistic Prayer
5. Create a Presentation on Meal, Sacrifice, and Real Presence (adolescents)
6. Create a New Eucharistic Prayer (adolescents)
7. Small Group Experience for Adults (using the *Handout: The Sacrament of Eucharist*)

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

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

# Part 1

## Gathering (5 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.

“Celebrating Christ Present” presents the three essential theological understandings of the Eucharist: meal, sacrifice, and real presence. We will recognize the theological significance of the Eucharist and the real presence of Christ in the Eucharist for the Catholic faith and for our lives as Catholics. The goal of the session is for everyone to utilize their understanding of the Eucharist as meal, sacrifice, and real presence to participate more actively and more meaningfully in the celebration of the Eucharist and to live as the Body of Christ in our daily lives.

### 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.

### 3. Opening Prayer Service

The Opening Prayer Service is included in the All Ages Learning Experience

## Part 2

### All Ages Learning Experience (25-30 minutes)

The All Ages Opening Experience includes a small group reflection activity and a prayer service focusing on the Last Supper.

Ask participants to take several minutes to reflect personally on the questions below and then share their reflections with their group. Ask the parents to discuss the questions with their children before sharing reflections with their intergenerational group.

- Recall the experience of participating in a Eucharist (Mass) that was particularly significant or meaningful for you (or your family).
  - What made this particular Mass meaningful for you? Name several things that made it meaningful for you.
  - What did your experience of this Mass teach you about the importance of the Eucharist for our lives as Catholics and for your own life (or your family's life)?
- What does the Eucharist mean to you (and your family)?

Ask the participants to share their reflections on their experience of Eucharist with their group. Remind them this is a sharing activity, not a discussion so be sure to give each person time to share his or her responses.

Lead a prayer service with music using the Last Supper reading in Matthew 26:26-30, Mark 14:1-26, or Luke 22:7-20. Consider a dramatic re-enactment, echo pantomime, or dramatic reading of the Last Supper. 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 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). In the Learning Activity Center Format it is important for everyone to have an understanding of the three central understandings of Eucharist – meal, sacrifice, real presence – before moving on to the activity centers. See the descriptions the learning activity centers for guidance on how to do this.

#### 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. The Story of the Last Supper
2. Understanding the Eucharist
3. Eucharist and My Life

You can also organize the families with children learning experience in activity centers (see Activity Center Format next).

## Adolescents

### **Adolescent Learning Plan Outline**

1. Eucharist is...
2. Presentation on Eucharist
3. Exploration: Understanding the Eucharist – Meal, Sacrifice, and Real Presence
4. Eucharist and My Life

## Adults

### **Adult Learning Plan Outline**

1. Presentation
2. Exploration Activity: Read, Reflect, and Present
3. Eucharist and My Life

## 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

### Learning Activity Centers

1. Understanding the Eucharist in Song
2. Creative Art Activity – Three Understandings
3. Creative Writing Activity – Eucharistic Prayer
4. Creative Art Activity – Eucharistic Prayer
5. Create a Presentation on Meal, Sacrifice, and Real Presence (adolescents)
6. Create a New Eucharistic Prayer (adolescents)
7. Small Group Experience for Adults (using the *Handout: The Sacrament of Eucharist*)

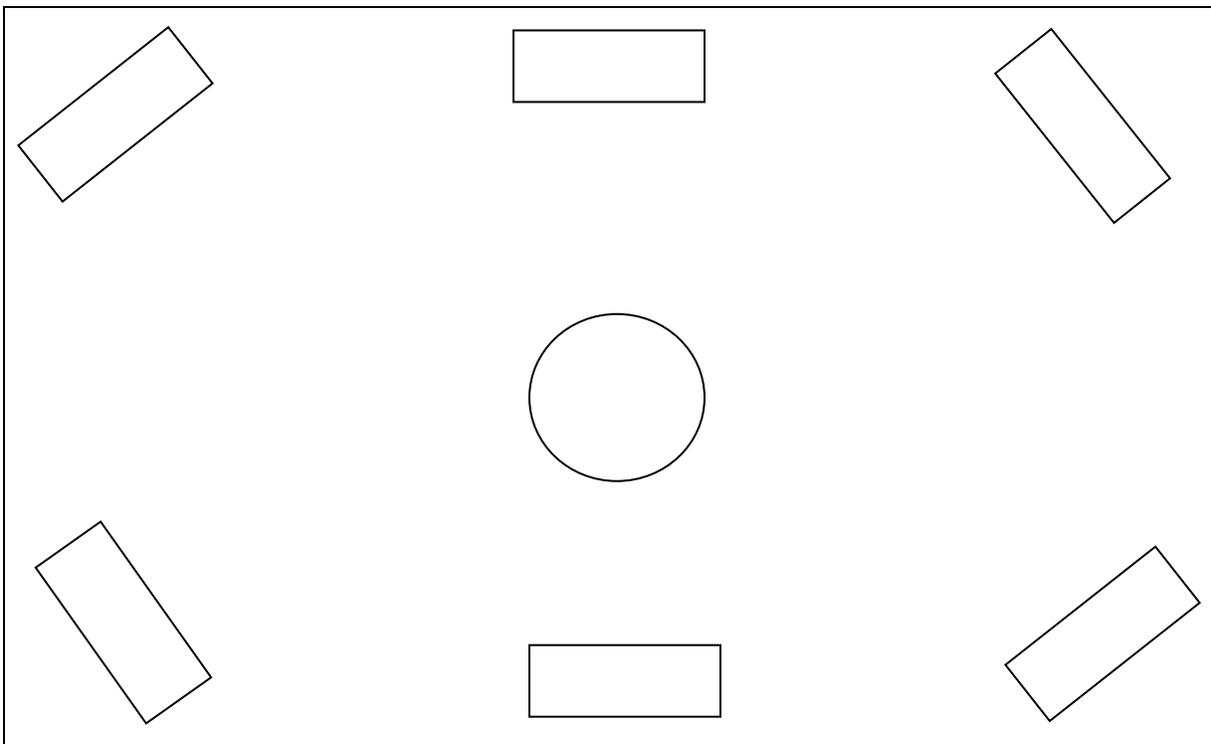
Here is a sample schedule with three, 20-minute rounds of learning centers:

- 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
- 7:15 Round 1: Learning Activity Centers
- 7:35 Break (move to next center)
- 7:40 Round 2: Learning Activity Centers
- 8:00 Break (move to next center)
- 8:05 Round 3: Learning Activity Centers

## 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: Understanding the Eucharist in Song

Develop an activity center that provides a musical exploration of the three understandings of Eucharist. Select songs that reflect each understanding of the Eucharist. Play (and sing) the song in conjunction with your presentation. See the list of suggested songs in the Families with Children Learning Experience and the Adolescent Learning Experience.

### Activity Center: Creative Art Activity—Three Understandings

To help people integrate their learning from the session into their own understanding of the Mass ask them to illustrate each of the three understandings of the Mass – meal, sacrifice, real presence – with a symbol or picture, key words or actions from the Mass, and/or a short prayer (Jesus, thank you for feeding us and giving us nourishment, for giving your life for me, for sharing your life with us; etc.). This activity is designed to let them express what they have learned about Eucharist and its meaning for them. After they have completed their drawing ask them to share it with the whole group.

Other formats for a Creative Art Activity include:

- **Design a Bulletin Cover:** Have paper, crayons, and markers available for participants to design bulletin covers illustrating the three understandings. 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.
- **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 prayer books and family books for ideas. After people finish 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: Creative Writing Activity—Eucharistic Prayer

Another way to help people integrate their learning from the session into their own understanding of the Mass, ask them to rewrite the “Eucharistic Prayer for Masses with Children” or Eucharistic Prayer #2 and #3 in their own words. Creative writing can lead people to understand more deeply the meaning of the Mass and help them to remember it. Ask them to read the Eucharistic Prayer (or read it for them) and to write a short Eucharistic Prayer in their own words. (Children can work in teams of 2 or 3 to complete the activity.) After they have completed their work ask them to read their Eucharistic Prayer to the whole group.

Children can rewrite the Eucharistic Prayer using a letter format. Tell the children to think of the Eucharistic Prayer as Jesus’ letter to them. Ask them to read the Eucharistic Prayer (or read

it for them) and then ask the write a letter to Jesus that remembers why Jesus came, remembers his last meal with his disciples, and giving thanks for what he has given us.

## Activity Center: Creative Art Activity—Eucharistic Prayer

A variation on the writing activity is to invite people to create a picture portrayal of the Eucharistic Prayer—a collage illustrating the key sections of the Eucharistic Prayer for Masses with Children II (see excerpts on the handout in the children’s program). Children can use family pictures, newspaper/magazine clippings, drawings, etc. Give them 11x17 sheets of paper (which could be laminated and used as table mats or hung on the wall), and supplies (pencils/crayons/markers for drawing and decorating, old magazines and newspapers, scissors and glue, pictures of family activities, etc.)

Use the following format with the children:

**Part 1:** Find or draw pictures that give thanks and praise for God’s great love for us.

*God, our loving Father, we are glad to give you thanks and praise because you love us.  
Because you love us, you gave us this great and beautiful world.  
Because you love us, you sent Jesus your Son to bring us to you and to gather around him as the children  
of one family.  
For such great love we thank you...*

**Part 2:** Find or draw pictures of Jesus’ activity in today’s world—people serving those in need, people forgiving others, people healing and comforting others, people teaching others, people thinking of others first, etc.

*Blessed be Jesus, whom you sent to be the friend of children and of the poor.  
He came to show us how we can love you, Father, by loving one another.  
He came to take away sin, which keeps us from being friends.*

**Part 3:** Find or draw pictures or symbols of Jesus’ last meal with his disciples.

*The night before he died, Jesus your Son showed us how much you love us.  
When he was at supper with his disciples, he took bread and gave you thanks and praise.  
Then he broke the bread, gave it to his friends, and said:  
Take this, all of you, and eat it: this is my body which will given up for you.  
When supper was ended, Jesus took the cup that was filled with wine.  
He thanked you, gave it to his friends, and said: Take this, all of you, and drink from it: this is the cup of  
my blood, the blood of the new and everlasting covenant. It will be shed for you and for all so that  
sins may be forgiven.  
Then he said to them: do this in memory of me.*

**Part 4:** Find or draw pictures or symbols of Jesus’ great love for us.

*And so, loving Father, we remember that Jesus died and rose again to save the world.  
He put himself into our hands to be the sacrifice we offer you.*

## Activity Center: Create a Presentation on Meal, Sacrifice, and Real Presence (adolescents)

See the Adolescent Learning Experience for the activity.

## Activity Center: Create a New Eucharist Prayer (adolescents)

See the Adolescent Learning Experience for the activity.

## Activity Center: Small Group Faith Sharing Group for Adults

Organize a small faith sharing group for adults using the Handout: *The Sacrament of Eucharist* and the instructions in the Adult Learning Experience.

# Families with Children Learning Experience

## 1. The Story of the Last Supper

### Remembering Famous People

We remember famous people by doing special things to remember their life and accomplishments. Very often they leave us things to help us remember them. Ask the parents to help their children to think of some examples of how we remember famous people. After a few minutes ask for examples from the group.

If the group needs help provide examples such as:

- Famous Athletes: The number on the uniform of an outstanding football, basketball, or baseball player is retired. When we see their uniform hanging in a stadium or arena we remember them and what they accomplished.
- Presidents: We remember famous presidents by building moments (Lincoln Memorial, Washington Monument, Jefferson Memorial, FDR Memorial) or Presidential Libraries. When we visit these memorials we remember what they said and what they accomplished.
- Add other examples to help the group.

### Remembering Family Members

We also remember family members who have died by looking at scrapbooks, the things they made for us, and telling stories about their lives. Ask the parents and children to think of some of the ways we remember family members. Conclude by asking for examples from the group.

Share with the families why it is important that we have these many ways to remember famous people and family members. Remind them that when they see these things they remember the person.

Present to the parents and children, in your words, the following introduction. Be sure to connect this with the opening prayer experience.

*On Holy Thursday we remember Jesus sharing a last supper with his disciples before he was arrested.*

*Think for a minute about how Jesus must have felt on that night. (Ask the children what they think Jesus was feeling that night.)*

*On the night before he died, Jesus gave us a very special way to remember him. He was gathering with his friends to celebrate and pray and yet he knew that this was the night before he would be put to death on the cross. These friends whom he loved very much would continue his mission. He knew that they would have hard times and run into opposition. He also knew that they would miss him. **How could he give his love to them even after he died?** He wanted to give them everything – all of his love and everything they would need to stay faithful to the mission. At this*

*meal Jesus shared his body and blood in the form of bread and wine, and asked his friends to do the same after his death. He asked them to remember him each time they shared this special meal. We continue this remembrance celebration each time we share in the Mass.*

Review the story of the Last Supper by reading or dramatizing the Gospel story. (If you did not dramatize the story in the opening prayer, you may want to do that now.)

- Read the account of the Last Supper from one of these resources:
  - *The Bible – Contemporary English Version* (American Bible Society) or a children’s Bible (Select one Gospel account: Matthew 26:26-30, Mark 14:1-26, or Luke 22:7-20.)
  - *God Speaks to Us in Feeding Stories* (page 49) by Mary Ann Getty-Sullivan (Collegetown, MN: Liturgical Press, 1997.)
  
- Dramatize the account of the Last Supper by using one of the following resources:
  - “Passover and the Last Supper” (page 133). *Echo Stories for Children*. Page McKean Zyrokmski. Mystic, CT: Twenty-Third Publications, 1998.
  - “The Last Supper” (page 89). *Acting Out the Gospels – 40 Five-Minute Plays for Education and Worship*. Mary Kathleen Glavich. Mystic, CT: Twenty-Third Publications, 1999.

Ask the parents and children to identify the things that Jesus said and did at the Last Supper. After they name what they heard, review the key things Jesus did:

- He gave thanks over bread and wine
- He identified the bread and wine with his body and blood
- He gave the disciples the bread to eat and the wine to drink.

St. Paul teaches us that every time we celebrate the Eucharist Jesus is truly and really present in the Eucharist. When Jesus says do this in memory of me, the bread and wine truly become Jesus. We don’t just remember, we also experience Jesus every week at Mass. (See 1 Corinthians 11:23-25).

## 2. Understanding the Eucharist

### Preparation

Be sure to review the teacher background materials prior to the session:

- Eucharist teachings from the *Catechism of the Catholic Church* 1337-1396
- “*Understanding the Eucharist – Meal, Sacrifice, Real Presence*” (after the adult session)

### Music Option

To add a musical dimension to your exploration, select a song that reflects each understanding of the Eucharist. Play (and sing) the song in conjunction with your presentation. See the list of songs at the end of this section.

## 1. Jesus nourishes us through the Eucharist.

Explain to the families: *The food we eat nourishes our body for all of the activities of our day. Eucharist nourishes our spirit and helps us live our life of faith in God. One of the stories in the Gospels tells about how Jesus fed the people of his day.*

Read or dramatize the Gospel story of the Feeding of the 5000 (Loaves and Fishes). Use one of these options:

- Read one of the following Gospel stories from a Children's Bible: Matthew 14:13-21, Mark 6:34-44, Luke 9:10-17, or John 6:1-15.
- Read "Jesus Feeds the People in the Desert" (page 40) in *God Speaks to Us in Feeding Stories*. Mary Ann Getty-Sullivan. Collegeville, MN: Liturgical Press, 1997.
- Read "Jesus Feeds Thousands" (page 47) in *I Remember Jesus – Stories to Tell and How to Tell Them*. Diane Crehan. Mystic, CT: Twenty-Third Publications, 1999. [Stories told from a first person perspective]
- Dramatize the story, "Multiplication of Loaves of Fishes" (page 11) in *Acting Out the Miracles and Parables*. Mary Kathleen Glavich. Mystic, CT: Twenty-Third Publications, 1988.

Explain:

*In another Gospel story Jesus explains how he is the Bread of Life. Today Jesus feeds us at Mass.*

*...when our ancestors were in the desert, they were given manna to eat. It happened just as the Scriptures say, 'God gave them bread from heaven to eat.' "*

*Jesus then told them, "I tell you for certain that Moses wasn't the one who gave you bread from heaven. My Father is the one who gives you the true bread from heaven. And the bread that God gives is the one who came down from heaven to give life to the world."*

*The people said, "Lord, give us this bread and don't ever stop!"*

*Jesus replied: I am the bread that gives life! No one who comes to me will ever be hungry. No one who has faith in me will ever be thirsty. (John 6:31-35)*

## 2. Eucharist is a sacrifice.

Explain (in your own words):

*The Last Supper that Jesus shared with his friends cannot be separated from his death on the cross the next day and his being raised from the dead on Easter. At the Mass Christians remember and thank God for those saving actions of Jesus' life, death, and Resurrection. The Mass recalls Jesus' sacrifice, his pouring out of life in love for everyone. At every Mass Jesus gives himself to us. It is Jesus Christ himself, through the priest, who offers each eucharistic sacrifice.*

Ask the children to identify people who have sacrificed for them, e.g., their parents. Who has shown you love, care, compassion, and respect? Who has sacrificed for you? Write the names of the people and what they did for you.

Discuss together: Why do you think these people sacrificed for you? What did they do for you? What difference did it make to you?

### 3. Eucharist is the real presence of Christ.

Explain (in your own words):

*In Eucharist we receive the gift of God's love through the real presence of Christ. God's love is given to us in Eucharist to guide, strengthen and nourish our lives. As Catholics we believe that Jesus is present to us in a real way in the sharing of the bread and wine of Eucharist. This real presence makes a difference. Think for a moment about the people who have loved you and how their real presence makes a difference in your life. Consider these examples: a father drives four hours to be at the championship basketball game for his child's tournament. He drives home again, sleeps a couple of hours and goes back to work. His real presence made a difference – it had a different effect on his child than if he had merely thought about the game. Or, a mother who stays night and day at the hospital with a sick child who is in a coma. She never leaves her child's side until the day the child opens her eyes to that familiar face and voice. The mother's real presence made a difference! God wants to do that for us. God wants to be really, physically present in our lives.*

Share an example from your own life when you were present to someone similar to the examples just described. Ask the families if they have experienced situations similar to the examples above. Ask for examples from the group.

*When Jesus gives his body and blood he is giving his life and his spirit. When we receive communion we are allowing Jesus to enter our lives in a real way. When Jesus shared his body and blood with the disciples on the night before he died, he was continuing his care, love and support with the people who were about to continue his mission of love to the world. He knew that they would need this support and nourishment because so much persecution and discouragement would be driving them apart. He gave them Eucharist so that they would always have him near. Like a mother that nurtures the baby in her womb with her own body and blood, God nurtures and nourishes the church community, with Eucharist.*

*Jesus Christ is present in the Eucharist in four ways:*

- 1. in the person of the minister of the Eucharist, the presiding priest, through whom Jesus offers himself*
- 2. in the word of God, the Scriptures, being proclaimed and preached*
- 3. in the people gathered to celebrate by praying and singing*
- 4. especially in the bread and wine that are consecrated as Jesus' body and blood*

*The consecration of the bread and wine is the most sacred moment in the liturgy. Through the power of the Holy Spirit and Christ's words at the Last Supper spoken by the priest ("This is my body... This is the cup of my blood"), the bread and wine are truly changed.*

## The Eucharistic Prayer

To connect the three understandings of the Eucharist to the celebration of Mass, ask everyone to listen to the words of the Eucharistic prayer. Here are several options for presenting the Eucharistic Prayer:

- Read the excerpted section from the “Eucharistic Prayer for Masses with Children II” on the handout or use Eucharistic Prayer II or III in a missalette.
- Listen to or sing the Eucharistic Prayer. There are several musical settings for the Eucharistic Prayer for Masses with Children. On *When Children Gather – Music for Liturgies with Children* (Compiled by Robert W. Piercy and Vivian Williams, Chicago: GIA) you will find *Eucharistic Prayer for Children III* by Sue Furlong and *Eucharistic Prayer for Children II* by Marty Haugen and Rob Glover.

After presenting the Eucharistic prayer, ask the parents and children to identify the three understandings of Eucharist in the Eucharistic Prayer. Where do they see Eucharist as meal, as sacrifice, and as the real presence of Christ?

## Additional Activity Suggestions

### Sing or Play Eucharist Songs

Use hymns and songs to illustrate the three understandings of the Mass – meal, sacrifice, and real presence of Jesus. Check your parish hymnal, children’s music (CDs), and liturgical music (CDs) and select several songs that captures these understandings. After each song reflect on the meaning of the song and connect it the understanding of the Mass. Here are suggested song titles:

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

- *Friends All Gather ‘Round*. Joseph Doucet and Carey Landry. [#233]
- *All Who Hunger, Gather Gladly*. Sylvia Dunstan. [#234]
- *I Am the Bread of Life / Yo Soy el Pan de Vida*. Suzanne Toolan. [#235]
- *Pan de Vida* (Bread of Life). Bob Hurd. [#236]
- *We Come to Your Table*. Carey Landry. [#237]
- *Take and Eat*. James Quinn. [#238]
- *I Received the Living God*. [#239]
- *Song of the Body of Christ / Cancion del Cuerpo de Christo*. David Haas. [#240]
- *Come and Eat the Living Bread*. Rob Glover. [#241]
- *One Bread, One Body*. John Foley. [#242]
- *Taste and See*. James Moore. [#243]

Songs from *Rise Up and Sing – Young People’s Music Resource*. (Portland: OCP Publications, 1992.) [Hymnal]

- *A Meal to Remember*. Jennie Flack. (Just Life Publishers).
- *Bless Are You, Lord*. Marianne Missetich. (OCP Publications).
- *Thank You, Jesus*. Frank Alleruzzo. (Benziger Publishing)
- *We Come to Share God’s Special Gift*. Christopher Walker. (OCP Publications)

- *Jesus, You Are Bread For Us*. Christopher Walker. (OCP Publications)
- *Bread of Friendship*. Owen Alstott. (OCP Publications)

Songs from *With You By My Side – Volume 1: The Journey of Life*. David Haas. (Chicago, GIA Publications, 1992.) [CD and Reflection Book]

- *Jesus, Be With Us Now*. David Haas.
- *Share Your Bread with Hungry*. David Haas.

*When Children Gather – Music for Liturgies with Children*. Compiled by Robert W. Piercy and Vivian Williams. (Chicago, GIA Publications, 1997.) [CD Set]

CD One has ritual music, psalms, and acclamations that help children sing the liturgy. CD Two has hymns and songs.

- *Eucharistic Prayer for Children III*. Sue Furlong.
- *Eucharistic Prayer for Children II*. Marty Haugen and Rob Glover.
- *Come and Eat This Living Bread*. Rob Glover.
- *Song of the Body of Christ*. David Haas.
- *All Who Hunger, Gather Gladly*. Sylvia Dunstan.
- *Jesus, Remember Me*. Jacques Berthier and the Taize Community.

*Walking by Faith – Music and Ritual Prayer for Children*. David Haas and Robert W. Piercy. (Chicago, GIA Publications, 1997.) [CD]

- *The Bread That Gives Life*. David Haas.
- *Deep Down I Know*. David Haas.
- *Song of the Body of Christ*. David Haas.

*Spirit and Song – A Seeker’s Guide for Liturgy and Prayer*. (Portland: OCP Publications, 1999.) [Hymnal and 10 CD set]

- *Taste and See*. Bob Hurd. [#62]
- *Christ, Be Our Light*. Bernadette Farrell. [#105]
- *Gather Your People*. Bob Hurd. [#111]
- *In This Place*. Trevor Thomson. [#122]
- *Song of the Body of Christ*. David Haas. [#131]
- *Somos el Cuerpo de Cristo / We Are the Body of Christ*. Jaime Cortez. [#136]
- *As One Unknown*. Timothy Dudley-Smith and Cyprian Consiglio. [#149]
- *Bread of Life*. Bobby Fisher. [#150]
- *Come to the Lord*. Steve Angrisano and Tom Tomaszek. [#151]
- *I Am the Bread of Life*. [#153]
- *Lead Us to Your Table*. Steve Angrisano and Tom Tomaszek. [#155]
- *Like the Bread*. Tom Booth. [#156]
- *Bread for the World*. Bernadette Farrell. [#157]
- *Now We Remain*. David Haas. [#158]
- *O Taste and See*. Marty Haugen. [#159]
- *One Bread, One Body*. John Foley [#161]
- *Ven al Banquete / Come to the Feast*. Bob Hurd, Pia Moriarity and Jaime Cortez. [#164]
- *We Are One Body*. Dana Scallon. [#165]
- *Worthy Is the Lamb*. Ricky Manalo. [#166]

- *We Come Today*. Mark Friedman [#167]

### 3. Eucharist and My Life

There are three options to help families with children integrate the three understandings of the Eucharist into their lives as Catholics. Select the one that is best for your group. Ask the parents to guide and assist children through the activity.

#### Option 1: Creative Art Activity—Three Understandings

To help children integrate their learning from the session into their own understanding of the Mass ask them to illustrate each of the three understandings of the Mass – meal, sacrifice, real presence – with a symbol or picture, key words or actions from the Mass, and/or a short prayer (Jesus, thank you for feeding us and giving us nourishment, for giving your life for me, for sharing your life with us; etc.). This activity is designed to let them express what they have learned about Eucharist and its meaning for them. After they have completed their drawing ask them to share it with all the families in their group.

#### Option 2: Creative Writing Activity—Eucharistic Prayer

Another way to help children integrate their learning from the session into their own understanding of the Mass is to ask them to rewrite the “Eucharistic Prayer for Masses with Children” in their own words. Creative writing can lead children to understand more deeply the meaning of the Mass and help them to remember it. Ask them to read the excerpts from the Eucharistic Prayer (or read it for them) and to write a short Eucharistic Prayer in their own words. After they have completed their work ask the children to share their Eucharistic Prayer with all of the families in their group.

Children can rewrite the Eucharistic Prayer using a letter format. Tell the children to think of the Eucharistic Prayer as Jesus’ letter to them. Ask them to read the Eucharistic Prayer (or read it for them) and then write a letter to Jesus that remembers why Jesus came, remembers his last meal with his disciples, and gives thanks for what he has given us.

#### Option 3: Creative Art Activity—Eucharistic Prayer

A variation on the writing activity is to invite children to create a picture portrayal of the Eucharistic Prayer – a collage illustrating the key sections of the Eucharistic Prayer for Masses with Children II (see excerpts on the handout). Children can use family pictures, newspaper/magazine clippings, drawings, etc.

Give them 11x17 sheets of paper (which could be laminated and used as table mats or hung on the wall), and supplies (pencils/crayons/markers for drawing and decorating, old magazines and newspapers, scissors and glue, pictures of family activities, etc.)

Use the following format with the children:

**Part 1:** Find or draw pictures that give thanks and praise for God's great love for us.

*God, our loving Father, we are glad to give you thanks and praise because you love us.  
Because you love us, you gave us this great and beautiful world.  
Because you love us, you sent Jesus your Son to bring us to you and to gather around him as the children  
of one family.  
For such great love we thank you...*

**Part 2:** Find or draw pictures of Jesus' activity in today's world – people serving those in need, people forgiving others, people healing and comforting others, people teaching others, people thinking of others first, etc.

*Blessed be Jesus, whom you sent to be the friend of children and of the poor.  
He came to show us how we can love you, Father, by loving one another.  
He came to take away sin, which keeps us from being friends.*

**Part 3:** Find or draw pictures or symbols of Jesus' last meal with his disciples.

*The night before he died, Jesus your Son showed us how much you love us.  
When he was at supper with his disciples, he took bread and gave you thanks and praise.  
Then he broke the bread, gave it to his friends, and said:  
Take this, all of you, and eat it: this is my body which will given up for you.  
When supper was ended, Jesus took the cup that was filled with wine.  
He thanked you, gave it to his friends, and said: Take this, all of you, and drink from it: this is the cup of  
my blood, the blood of the new and everlasting covenant. It will be shed for you and for all so that  
sins may be forgiven.  
Then he said to them: do this in memory of me.*

**Part 4:** Find or draw pictures or symbols of Jesus' great love for us.

*And so, loving Father, we remember that Jesus died and rose again to save the world.  
He put himself into our hands to be the sacrifice we offer you.*

# Adolescent Learning Experience

## 1. Eucharist is...

To help young people clarify their understanding of Eucharist (Mass) use the *Handout: Eucharist is...* Ask the young people to take a few minutes to read and reflect on the statements in the survey and find the statements that best represent their understanding of Eucharist. After they complete the survey questions, ask them to answer the final questions: *What is your present understanding of Eucharist? If you had to summarize your understanding in a brief paragraph what would you say?*

There are a variety of ways to discuss the activity, such as small grouping sharing (and comparing) of statements. One approach that will engage the young people more actively is to organize groups around each statement and ask young people to join the “statement group” that best reflects their understanding of Eucharist. Ask each “statement” group to discuss why they chose that answer and then prepare a brief presentation to explain to the rest of the group why this statement is important (and why everyone should believe this). After the brief presentations conduct a large group discussion on what everyone learned about the Eucharist from this activity and from each other.

## 2. Presentation on Eucharist

### Introduction

Introduce the presentation by naming the three central theological understandings of the Eucharist which guide Catholic beliefs:

- the Eucharist is a ritual meal
- the Eucharist is a sacrifice
- the Eucharist is the real presence of Christ

All three of these beliefs are contained in the story of the Last Supper. Explain to the young people, in your words, the following introduction:

*On Holy Thursday we remember Jesus sharing a last supper with his disciples before he was arrested.*

*On the night before he died, Jesus gave us a very special way to remember him. He was gathering with his friends to celebrate and pray and yet he knew that this was the night before he would be put to death on the cross. These friends whom he loved very much would continue his mission. He knew that they would have hard times and run into opposition. He also knew that they would miss him. **How could he give his love to them even after he died?** He wanted to give them everything – all of his love and everything they would need to stay faithful to the mission. At this meal Jesus shared his body and blood in the form of bread and wine, and asked his friends to do the same after his death. He asked them to remember him each time they shared this special meal. We continue this remembrance celebration each time we share in the Mass.*

Present the story of the Last Supper by reading, showing, or dramatizing the Gospel story.

- Read the account of the Last Supper from Matthew 26:26-30, Mark 14:1-26 or Luke 22:7-20.
- Show the Last Supper from the feature film, *Jesus of Nazareth* (video cassette #3).
- Dramatize the account of the Last Supper by using "Holy Thursday" (page 70) in *Lectionary-Based Gospel Dramas for Lent and Easter Triduum*. Sheila O'Connell-Roussell and Therese Vordran Nichols. Winona, MN: St. Mary's Press, 1999.

After the young people to name what they heard, and then review the key things Jesus did:

- He gave thanks over bread and wine.
- He identified the bread and wine with his body and blood.
- He gave the disciples the bread to eat and the wine to drink.

## Video Presentation

Show the Teaching Segment from the video: *Eucharist: Celebrating Christ Present*. In this segment Fr. Thomas Richstatter presents the following understanding of Eucharist:

- Our understanding of Eucharist can grow as we do.
- A key to unlocking a richer understanding of Eucharist is balancing Holy Thursday, Good Friday, and Easter Sunday.
  1. *Good Friday*: understanding the Mass as the unbloody sacrifice of Calvary
  2. *Holy Thursday*: focusing on the "meal" aspect of the Mass
  3. *Easter Sunday*: we are the Body of Christ
    - We, who are baptized into Christ, *are* the Body of Christ (St. Paul). Not only does the Body and Blood of Christ become present under the appearance of bread and wine, but the Body of Christ, the Church, also becomes visible for all to see.
    - St. Paul to the Corinthians: Those who worship the glorified Christ in heaven without similar reverence for the members of his Body here on earth "eat and drink judgment" on themselves (1 Corinthians 11:29).
    - Paul's conversion experience: "Saul, Saul, why are you persecuting *me*?" (Acts 9:4-5). Paul understood that the Risen Lord is so united to the Christian that we do to one another, we do to Christ.
    - St. Augustine: "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" (Sermon 272). "There you are on the table, and there you are in the chalice" (Sermon 229).
- By meditating on these three foundational events, keeping them in balance, and allowing them to inform each other, our understanding of the Eucharist can continue to grow and be enriched.

Invite the participants to reflect (in small groups or the large group) on the video presentation using questions such as the following. (If you use small group sharing, ask for summary reflections on the questions from the small groups.)

- Which of the three understandings of “dimensions” of Eucharist is most familiar to you? Which was new?
- How would you connect your own understanding of Eucharist in relation to: Holy Thursday, Good Friday, and Easter?
- How do these understandings of Eucharist compare to your own understanding of Eucharist?

If showing the video is not an option, move ahead to the Exploration section. Be sure to prepare yourself for the presentation on the Eucharist as meal, sacrifice, and real presence by reviewing the following resources:

- *Catechism of the Catholic Church*
- *Understanding the Eucharist – Meal, Sacrifice, Real Presence* (after adult learning experience)
- Richstatter, Thomas. *Sacraments – How Catholics Pray*. Cincinnati: St. Anthony Messenger Press, 1995. (Chapter 4)

### 3. Exploration: Understanding the Eucharist—Meal, Sacrifice, and Real Presence

#### Preparation

Be sure to review the teacher background materials prior to the session (articles are found after the Adult Session):

- Eucharist teachings from the *Catechism of the Catholic Church* 1337-1396
- “*Understanding the Eucharist – Meal, Sacrifice, Real Presence*”

#### Music Option

To add a musical dimension to your exploration, select a song that reflects each understanding of the Eucharist. Play (and sing) the song in conjunction with your presentation. See the list of songs at the end of this section.

### 1. Jesus nourishes us through the Eucharist.

#### Introduction

Explain to the young people: *The food we eat nourishes our body for all of the activities of our day. Eucharist nourishes our spirit and helps us live our life of faith in God. One of the stories in the Gospels tells about how Jesus fed the people of his day.*

*We celebrate many of the most important moments in our lives with a meal. Births, graduations, birthdays, weddings, new friendships and special family occasions are times when we sit at a table and share food with each other. Usually we eat with people we know; people who we care about. Jesus gave the gift of himself to his friends at a table in the sharing of the bread and the wine. Eucharist is given to us as a community. We remember the story of the last supper and through the Holy Spirit, the story is made real in our midst. We don't just remember that Jesus gave Eucharist to his disciples. We live the reality that as Jesus' disciples today, we are given Eucharist to nourish us, to guide us, to make us one and to strengthen us for our mission of love to the world.*

## Scripture Reading

Read or view the Gospel story of the Feeding of the 5000 (Loaves and Fishes). Use one of these options:

- Read one of the following Gospel stories: Matthew 14:13-21, Mark 6:34-44, Luke 9:10-17, or John 6:1-15.
- Show the story in the feature film, *Jesus of Nazareth* (video cassette #2).

Explain that in another Gospel story Jesus explains that he is the Bread of Life. Today Jesus feeds us at Mass.

*...when our ancestors were in the desert, they were given manna to eat. It happened just as the Scriptures say, 'God gave them bread from heaven to eat.' "*

*Jesus then told them, "I tell you for certain that Moses wasn't the one who gave you bread from heaven. My Father is the one who gives you the true bread from heaven. And the bread that God gives is the one who came down from heaven to give life to the world."*

*The people said, "Lord, give us this bread and don't ever stop!"*

*Jesus replied: I am the bread that gives life! No one who comes to me will ever be hungry. No one who has faith in me will ever be thirsty. (John 6:31-35)*

## Reflection

Discuss the following questions in the large group or in small groups of 4-6 young people followed by sharing reflections with everyone. Write the questions on newsprint.

- In what ways have you experienced the Eucharist as a meal?
- How was the multiplication of the loaves and fishes an anticipation of the Eucharist?
- Jesus gave the loaves and fishes to his disciples to feed the crowd. How does Jesus feed you through the celebration of the Eucharist?

## 2. Eucharist is a sacrifice.

### Stories of Sacrifice

Begin by sharing with the group one or two examples of people who chose to sacrifice for others. You can use examples from your own personal experience, from your parish or civic community, from famous people, or people in the news.

You can also read a story of sacrifice. Check out the stories in the *Chicken Soup for the Christian Soul* and *Chicken Soup for the Teenage Soul* (multiple volumes). Check out "The Christmas Scout" in *Chicken Soup for the Christian Soul*, as well as these examples from Volume 1 of *Chicken Soup for the Teenage Soul*:

- "Unconditional Mom" (page 74)
- "Reaching Out to a Stranger" (page 119)
- "A Gift for Two" (page 136)
- "She Didn't Give Up on Me" (page 67)
- "The Most Mature Thing I've Ever Seen" (page 266)

Ask the young people to identify people who have sacrificed for them, e.g., their parents, friends, trusted adults, et al. Ask them: Who has shown you love, care, compassion, and respect? Who has sacrificed for you? Ask them to write the names of the people and what they did for them.

Discuss together:

- Why do you think these people sacrificed for you?
- What did they do for you? What difference did it make to you?
- What was the cost to them for their sacrifice?

### **Presentation**

Explain to the group (in your own words):

*The Last Supper that Jesus shared with his friends cannot be separated from his death on the cross the next day and his being raised from the dead on Easter. At the Mass Christians remember and thank God for those saving actions of Jesus' life, death, and Resurrection. The Mass recalls Jesus' sacrifice, his pouring out of life in love for everyone.*

*The Eucharist celebrates more than past deeds, however. It is a memorial meal, but it also brings about a present reality – that Jesus gives of himself to us in the here and now, bringing new life to us in the process. Although Jesus' death is over once and for all, his self-gift to us goes on today. At every Mass Jesus gives himself to us. It is Jesus Christ himself, through the priest, who offers each Eucharistic sacrifice.*

*By being united to Jesus in the Eucharist, we join our own life struggles and "deaths" (small and large) to his. Our dreams, disappointments, joys and hurts become one with those of Jesus' own life and death.*

*Those who gather at the Eucharist are called not only to remember and be grateful for Jesus' sacrifice; they are invited to bring their everyday life to the table of the Lord and united that life with Jesus' sacrifice. Thus their own life is transformed with new meaning; they are "risen" with Jesus. The paschal mystery is not simply a historical event but becomes a present reality in their own life, and the Eucharist celebrates this truth.*

#### **Key Quotes from the Catechism of the Catholic Church**

##### **1364**

In the New Testament, the memorial takes on new meaning. When the Church celebrates the Eucharist, she commemorates Christ's Passover, and it is made present: the sacrifice Christ offered once for all on the cross remains ever present. "As often as the sacrifice of the Cross by which 'Christ our Pasch has been sacrificed' is celebrated on the altar, the work of our redemption is carried out."

**1365**

Because it is the memorial of Christ's Passover, the Eucharist is also a sacrifice. The sacrificial character of the Eucharist is manifested in the very words of institution: "This is my body which is given for you" and "This cup which is poured out for you is the New Covenant in my blood." In the Eucharist Christ gives us the very body which he gave up for us on the cross, the very blood which he "poured out for many for the forgiveness of sins."

**Reflection**

Discuss the following questions in the large group or in small groups of 4-6 young people followed by sharing reflections with everyone. Write the questions on newsprint.

- How is the Eucharist (Mass) a sacrifice?
- Why do you think it is important that the Mass is a sacrifice?

**3. Eucharist is the real presence of Christ.****Scripture Reading**

Read, dramatize, or view the Emmaus story in Luke 24:13-35:

- Read the Emmaus story: Gospel of Luke 24:13-35.
- Show the story in a feature film: *Jesus of Nazareth* (video cassette #3).
- Dramatize the story: "Story of Emmaus – Made Known to Them" (page 74). *Gospel Scenes for Teens – 23 Guided Prayer Meditations*. M. Valerie Schneider. Mystic, CT: Twenty-Third Publications, 2000.

**Presentation**

Explain to the young people (in your own words):

*In Eucharist we receive the gift of God's love through the real presence of Christ. God's love is given to us in Eucharist to guide, strengthen and nourish our lives. As Catholics we believe that Jesus is present to us in a real way in the sharing of the bread and wine of Eucharist. This real presence makes a difference. Think for a moment about the people who have loved you and how their real presence makes a difference in your life. Consider these examples: a father drives four hours to be at the championship basketball game for his child's tournament. He drives home again, sleeps a couple of hours and goes back to work. His real presence made a difference – it had a different effect on his child than if he had merely thought about the game. Or, a mother who stays night and day at the hospital with a sick child who is in a coma. She never leaves her child's side until the day the child opens her eyes to that familiar face and voice. The mother's real presence made a difference! God wants to do that for us. God wants to be really, physically present in our lives.*

Share an example from your own life when you were present to someone similar to the examples just described. Ask the young people if they have experienced situations similar to the examples above. Ask for examples from the group.

*When Jesus gives his body and blood he is giving his life and his spirit. When we receive communion we are allowing Jesus to enter our lives in a real way. When Jesus shared his body and blood with the disciples on the night before he died, he was continuing his care, love and*

support with the people who were about to continue his mission of love to the world. He knew that they would need this support and nourishment because so much persecution and discouragement would be driving them apart. He gave them Eucharist so that they would always have him near. Like a mother that nurtures the baby in her womb with her own body and blood, God nurtures and nourishes the church community, with Eucharist.

Jesus Christ is present in the Eucharist in four ways:

1. in the person of the minister of the Eucharist, the presiding priest, through whom Jesus offers himself
2. in the word of God, the Scriptures, being proclaimed and preached
3. in the people gathered to celebrate by praying and singing
4. especially in the bread and wine that are consecrated as Jesus' body and blood

The consecration of the bread and wine is the most sacred moment in the liturgy. Through the power of the Holy Spirit and Christ's words at the Last Supper spoken by the priest ("This is my body... This is the cup of my blood"), the bread and wine are truly changed.

### Key Quotes from the Catechism of the Catholic Church

#### 1373

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

#### 1374

The mode of Christ's presence under the Eucharistic species is unique. It raises the Eucharist above all the sacraments as "the perfection of the spiritual life and the end to which all the sacraments tend." In the most blessed sacrament of the Eucharist "the body and blood, together with the soul and divinity, of our Lord Jesus Christ and, therefore, the whole Christ is truly, really, and substantially contained." "This presence is called 'real' – by which is not intended to exclude the other types of presence as if they could not be 'real' too, but because it is presence in the fullest sense: that is to say, it is a *substantial* presence by which Christ, God and man, makes himself wholly and entirely present."

#### 1375

It is by the conversion of the bread and wine into Christ's body and blood that Christ becomes present in this sacrament. The Church Fathers strongly affirmed the faith of the Church in the efficacy of the Word of Christ and of the action of the Holy Spirit to bring about this conversion. Thus St. John Chrysostom declares: It is not man that causes the things offered to become the Body and Blood of Christ, but he who was crucified for us, Christ himself. The priest, in the role of Christ, pronounces these words, but their power and grace are God's. This is my body, he says. This word transforms the things offered.

And St. Ambrose says about this conversion: Be convinced that this is not what nature has formed, but what the blessing has consecrated. The power of the blessing prevails over that of nature, because by the blessing nature itself is changed. . . . Could not Christ's word, which can make from nothing what did not exist, change existing things into what they were not before? It is no less a feat to give things their original nature than to change their nature.

### Reflection

Discuss the following questions in the large group or in small groups of 4-6 young people followed by sharing reflections with everyone. Write the questions on newsprint.

- How do we experience the real presence of Christ at the Eucharist (Mass)?
- Which of the four "presences" of Christ at the Eucharist were most familiar to you? Which were new? [Jesus present in (a) the presiding priest; (b) the word of God; (c) the people gathered to celebrate by praying and singing; (d) the bread and wine that are consecrated as Jesus' body and blood]
- Why do you think it is important that the Jesus is really present at the Mass (rather than just symbolically present in bread and wine)?

## 4. The Eucharistic Prayer

To connect the three understandings of the Eucharist to the celebration of Mass, review the words of the Eucharistic prayer (II, III, or IV) with the young people. Give each young person a missalette or a copy of Eucharistic Prayer II, III, or IV. Read from after the Preface through the consecration. Ask them to identify the three understandings of the Eucharist as presented in the Eucharistic Prayer. Ask them what they hear and understand now that they have explored these three understandings. Remind them that every Sunday they will participate in the Eucharist as meal, sacrifice, and the real presence of Christ.

### Additional Activity Suggestion: Sing or Play Eucharist Songs

Use hymns and songs to illustrate the three understandings of the Mass – meal, sacrifice, and real presence of Jesus. Check your parish hymnal, religious music (CDs), and liturgical music (CDs) and select several songs that captures these understandings. After each song reflect on the meaning of the song and connect it the understanding of the Mass. Here are suggested song titles:

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

- *Friends All Gather 'Round*. Joseph Doucet and Carey Landry. [#233]
- *All Who Hunger, Gather Gladly*. Sylvia Dunstan. [#234]
- *I Am the Bread of Life / Yo Soy el Pan de Vida*. Suzanne Toolan. [#235]
- *Pan de Vida* (Bread of Life). Bob Hurd. [#236]
- *We Come to Your Table*. Carey Landry. [#237]
- *Take and Eat*. James Quinn. [#238]
- *I Received the Living God*. [#239]
- *Song of the Body of Christ / Cancion del Cuerpo de Christo*. David Haas. [#240]

- *Come and Eat the Living Bread*. Rob Glover. [#241]
- *One Bread, One Body*. John Foley. [#242]
- *Taste and See*. James Moore. [#243]

Songs from *With You By My Side – Volume 1: The Journey of Life*. David Haas. (Chicago, GIA Publications, 1992.) [CD and Reflection Book]

- *Jesus, Be With Us Now*. David Haas.
- *Share Your Bread with Hungry*. David Haas.

*Spirit and Song – A Seeker’s Guide for Liturgy and Prayer*. (Portland: OCP Publications, 1999.) [Hymnal and 10 CD set]

- *Taste and See*. Bob Hurd. [#62]
- *Christ, Be Our Light*. Bernadette Farrell. [#105]
- *Gather Your People*. Bob Hurd. [#111]
- *In This Place*. Trevor Thomson. [#122]
- *Song of the Body of Christ*. David Haas. [#131]
- *Somos el Cuerpo de Cristo / We Are the Body of Christ*. Jaime Cortez. [#136]
- *As One Unknown*. Timothy Dudley-Smith and Cyprian Consiglio. [#149]
- *Bread of Life*. Bobby Fisher. [#150]
- *Come to the Lord*. Steve Angrisano and Tom Tomaszek. [#151]
- *I Am the Bread of Life*. [#153]
- *Lead Us to Your Table*. Steve Angrisano and Tom Tomaszek. [#155]
- *Like the Bread*. Tom Booth. [#156]
- *Bread for the World*. Berndette Farrell. [#157]
- *Now We Remain*. David Haas. [#158]
- *O Taste and See*. Marty Haugen. [#159]
- *One Bread, One Body*. John Foley [#161]
- *Ven al Banquete / Come to the Feast*. Bob Hurd, Pia Moriarity and Jaime Cortez. [#164]
- *We Are One Body*. Dana Scallon. [#165]
- *Worthy Is the Lamb*. Ricky Manalo. [#166]
- *We Come Today*. Mark Friedman [#167]

## 4. Eucharist and My Life

There are two options to help the young people integrate the three understandings of the Eucharist into their lives as Catholics. Select the one that is best for your group.

### Option 1: Create a Presentation on Meal, Sacrifice, and Real Presence

Invite the young people to create a contemporary presentation of the three understandings 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 Eucharist (Mass) – meal, sacrifice, real presence, what would your presentation look like?” (They can also focus their presentation on teaching children, adults in the RCIA, people who do not attend Mass, et al.)

Organize the young people into three working groups – one for each understanding. (If you have a large number of young people, organize two or three groups for each understanding.) Their task will be to explain the meaning of the Eucharist in contemporary terms using the understandings of Eucharist they have been assigned. Their presentation can be in the form of a story, symbols, artwork, etc.

If the young people use artwork, 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.

Give them the supplies they will need and a sheet of newsprint or poster paper to present their work. Each group will prepare a report to present to the large group.

### **Reflection on the Presentations**

Invite the young people to share their reflections after the final presentation. Use the following questions as a guide:

- What did you learn about the Eucharist by creating your presentation? What new insights into Eucharist (Mass) did you discover?
- What did you learn about the Eucharist from the presentations by the other groups? Which presentations were the most enlightening? What affirmed your own understanding? What was new or challenging?
- What new insights into Eucharist (Mass) did you discover?
- Which understanding of Eucharist is the hardest to understand? the easiest?
- Which understanding of Eucharist is the most difficult to present/share with others?

### **Option 2: Create a New Eucharistic Prayer**

Another way to help young people integrate their learning from the session into their own understanding of the Mass, is to ask them to write a new “Eucharistic Prayer for Teenagers” in their own words. Creative writing can lead young people to understand more deeply the meaning of the Mass and help them to remember it.

Organize the young people into work groups. Make sure each group has a recorder-leader. Provide each group with missalettes or copies of Eucharistic Prayer II, III, and IV; and newsprint and markers.

Tell them they have been asked by the Pope to write a new Eucharistic Prayer for teenagers around the world. They need to use Eucharistic Prayers II, III, and IV as models, but they should use their own language and examples to create their new prayer. They need to be able to communicate the meaning of Mass as meal, sacrifice, and real presence of Christ to teenagers today. They can use quotes from the Gospels to help them.

Ask them to review the three Eucharistic Prayers and then work together to create a short Eucharistic Prayer for teenagers in their own words, using the original Eucharistic prayers as models.

After they have completed their work ask them to read their Eucharistic Prayer to the whole group.

### **Reflection on the Presentations**

Invite the young people to share their reflections after the final presentation. Use the following questions as a guide:

- What did you learn about the Eucharist by creating a “Eucharistic Prayer?” What new insights into Eucharist (Mass) did you discover?
- What did you learn about the Eucharist from the presentations by the other groups? Which presentations were the most enlightening? What affirmed your own understanding? What was new or challenging?

# 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. This program design uses a small group format to explore the Eucharist. If you would rather use a large group format (guided presentation), modify the design in the adolescent program to fit your needs. The adolescent program design uses presentation, video, music, and small group reflection to explore the three understandings of Eucharist.

## 1. Presentation

Introduce the presentation by naming the three central theological understandings of the Eucharist which guide Catholic beliefs:

- The Eucharist is a ritual meal.
- The Eucharist is a sacrifice.
- The Eucharist is the real presence of Christ.

Show the Teaching Segment from the video: *Eucharist – Celebrating Christ Present*. In this segment Fr. Thomas Richstatter presents the following understanding of Eucharist:

- Our understanding of Eucharist can grow as we do.
- A key to unlocking a richer understanding of Eucharist is balancing Holy Thursday, Good Friday, and Easter Sunday.
  1. *Good Friday*: understanding the Mass as the unbloody sacrifice of Calvary
  2. *Holy Thursday*: focusing on the “meal” aspect of the Mass
  3. *Easter Sunday*: we are the Body of Christ
    - We, who are baptized into Christ, *are* the Body of Christ (St. Paul). Not only does the Body and Blood of Christ become present under the appearance of bread and wine, but the Body of Christ, the Church, also becomes visible for all to see.
    - St. Paul to the Corinthians: Those who worship the glorified Christ in heaven without similar reverence for the members of his Body here on earth “eat and drink judgment” on themselves (1 Corinthians 11:29).
    - Paul’s conversion experience: “Saul, Saul, why are you persecuting *me*? (Acts 9:4-5). Paul understood that the Risen Lord is so united to the Christian that we do to one another, we do to Christ.
    - St. Augustine: “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” (Sermon 272). “There you are on the table, and there you are in the chalice” (Sermon 229).
- By meditating on these three foundational events, keeping them in balance, and allowing them to inform each other, our understanding of the Eucharist can continue to grow and be enriched.

**Alternative:** If showing the video is not an option, prepare a brief presentation on the Eucharist as meal, sacrifice, and real presence using the following resources:

- Eucharist teachings from the *Catechism of the Catholic Church* 1337-1396
- *Understanding the Eucharist – Meal, Sacrifice, Real Presence* (at end of the session)
- Richstatter, Thomas. *Sacraments – How Catholics Pray*. Cincinnati: St. Anthony Messenger Press, 1995. (Chapter 4)

Invite the participants to reflect (in small groups or the large group) on the video presentation using questions such as the following:

- Which of the three understandings of “dimensions” of Eucharist is most familiar to you? Which was new?
- How would you connect your own understanding of Eucharist in relation to: Holy Thursday, Good Friday, and Easter?
- How do these understandings of Eucharist compare to your own understanding of Eucharist?

## 2. Exploration Activity: Read, Reflect, and Present

(The *Handout: The Sacrament of Eucharist* guides participants through this activity.)

1. Organize the large group into three work groups of 6-8 people. If you have a large group, you may want to organize multiple six or nine work groups.
2. Assign each group one theological understanding of the Mass: meal, sacrifice, real presence. Their task will be to explain the meaning of the Eucharist in contemporary terms using the understandings of Eucharist they have been assigned. Their presentation can use stories, symbols, art, etc. They should develop their explanation for a specific setting. You may want to assign a setting or give groups a variety of choices. Here are several options:
  - an education program for other adults
  - a Sunday homily
  - a First Eucharist parent education program
  - a session for catechumens in the RCIA
3. Ask each group to read the excerpts for their particular understanding, take a few minutes to discuss as a group the meaning of what they have read, and then, work together to prepare a presentation.
4. Ask the work teams to present their explanations to their entire group. Move systematically from meal to sacrifice to real presence. If you have multiple groups, have all the groups who worked on meal present first, then move on to sacrifice, and finally real presence.
5. After all presentations, invite the work groups to discuss what they heard and how the presentations illuminated the understanding of the Mass. Suggest questions such as:
  - Which presentations or understandings were the most enlightening?
  - What affirmed your own understanding? What was new or challenging?
6. Invite the work groups to share their reflections on the Mass with the entire group.

### 3. Eucharist and My Life

Give the participants time to reflect individually on their learning using the questions in the *Handout*. Then ask them to share their reflections in small groups of up to six people. Conclude by asking for insights and reflections from the entire group.

- What did you learn about the Eucharist that you didn't know before? What difference might this new understanding make in your celebration of the Eucharist and living the Eucharist in your life?
- What new questions about Eucharist do you have after this session?
- How does what you learned in this session compare to your present understanding of Eucharist that you developed at this beginning of this session? How were you affirmed? What would you change? What would you add?

# Understanding the Eucharist—Meal, Sacrifice, Real Presence

(From *Celebrating Sacraments* by Joseph Stoutzenberger, Winona, MN: St. Mary's Press, 2000. Excerpts from pages 178-182. Used with permission.)

## Eucharist as a Ritual Meal

Jesus placed the meaning of his life and death in the context of an ancient, deeply human action—the sharing of a meal. The Gospels indicate that it was probably not just any meal, but a special Jewish ritual meal called the Passover seder. Held yearly in the Israelites' homes since the time of Moses, the Passover seder remembers and celebrates God's saving action of freeing their people from slavery in Egypt. It is essentially a meal of thanksgiving.

At the Last Supper, Jesus transformed the meaning of that ritual Passover meal by identifying the bread and wine, which were customarily blessed and shared at the seder, with his own body and blood, which he was about to give to all humankind on the cross. From that time on, when Christians gather in Jesus' memory for their holy meal, the bread and the wine at this table become, through God's power, Jesus' body, broken and shared for all as nourishment, and Jesus' blood, poured out to give people new life.

It is not surprising that Jesus would have chosen a special meal as the setting for giving himself to his friends. In the stories he told that are recounted in the Gospels, Jesus often used the symbol of banquet to describe sharing in the Kingdom of God. In one story he refers to a wedding feast. In another he describes the great banquet that the invited guests are too busy to attend; upon learning that the invited guests are not coming, the lord of the house shares the meal with street people instead.

On several occasions Jesus shocked his companions by eating dinner with tax collectors, prostitutes, and other outcasts of his day. God's love takes in everyone, especially those thought to be of little value by society, and a meal was one significant setting for Jesus to use in communicating what God's love is like.

It was quite appropriate, then, for Jesus to offer himself to his followers and say, "Do this in memory of me," while sharing food and drink with them. For Jesus the Last Supper was a banquet whose meaning would be made clearer by his death and Resurrection shortly thereafter. In other words by giving of himself, both symbolically that bread and wine and in deed through his death, Jesus brought about a truly human community worth celebrating in the Eucharist.

The Eucharist thus symbolizes how life and human relationships ought to be lived: All persons are reconciled. All are invited to gather around the table, forgive one another and make peace, encourage one another, sing songs, and share their life with one another—even going so far as to lay down their life for one another.

## Eucharist as Sacrifice

The Last Supper that Jesus shared with his friends cannot be separated from his death on the cross the next day and his being raised from the dead on Easter. At the Eucharist today, Christians remember and thank God for those saving actions of Jesus' life, death, and Resurrection. The sacrament thus recalls Jesus' sacrifice, his pouring out of life in love for all humankind, to bring life to all persons.

The Eucharist celebrates more than past deeds, however. It is a memorial meal, but it also brings about a *present* reality – that Jesus gives of himself to us in the here and now, bringing new life to us in the process. Although Jesus' death is over once and for all, his self-gift to us goes on today. It is Jesus Christ himself, through the priest, who offers each eucharistic sacrifice.

By being united to Jesus in the Eucharist, we join our own life struggles and “deaths” (small and large) to his. Our dreams, disappointments, joys and hurts become one with those of Jesus' own life and death.

Those who gather at the Eucharist are called not only to remember and be grateful for Jesus' sacrifice; they are invited to bring their everyday life to the table of the Lord and united that life with Jesus' sacrifice. Thus their own life is transformed with new meaning; they are “risen” with Jesus. The paschal mystery is not simply a historical event but becomes a present reality in their own life, and the Eucharist celebrates this truth.

## Eucharist as Real Presence

Central to Catholics' understanding of the Eucharist is their belief in the real presence of the risen Christ among them, not just in memory but in the present moment, nourishing them and enabling them to give their own energy and life to others, to be “bread for the world.”

Catholic belief is that Jesus Christ is present in the Eucharist in four ways:

1. in the person of the minister of the Eucharist, the presiding priest, through whom Jesus offers himself
2. in the word of God, the Scriptures, being proclaimed and preached
3. in the people gathered to celebrate by praying and singing
4. especially in the eucharistic species, the bread and wine that are consecrated as Jesus' body and blood

The consecration of the bread and wine is the most sacred moment in the liturgy. Through the power of the Holy Spirit and Christ's words at the Last Supper spoken by the priest (“This is my body... This is the cup of my blood”), the bread and wine are truly changed. These simple signs become Jesus' body and blood in a way that surpasses human understanding. In Catholic theology this change is called transubstantiation. The word means that the bread and wine are not only symbols of Jesus' presence; through the consecration they have *become* Christ present.

For Catholics, receiving the consecrated bread and wine in Communion should be a time of the deepest reverence and joy.

## 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: Corpus Christi: This is My Body and Blood
- Meal Ritual: Holy Thursday, Last Supper: Service to All
- Table Ritual: Sacrifice (Corpus Christi)
- Ritual Moment: Bread
- Ritual Moment: Wine and Cup
- Ritual Moment: Sign of Peace
- Ritual Moment: Our Father
- Ritual Moment: Offertory
- Ritual Moment: Commissioning
- 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 .

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 and the real presence of Christ in the Eucharist. Take a few minutes to reflect on what you have learned in this session:

- What is one new thing you learned about the Mass? OR What new insights into Eucharist (Mass) did you discover?
- Which understanding of Eucharist is the hardest to understand? the easiest?
- Which understanding of Eucharist is the most difficult to present/share with others?
- How will you experience Jesus at Mass this week?

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 a 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 minutes)

The Closing Prayer Service includes time for participants to share their learning in intergeneration groups or family clusters, individual family units, and/or kindred groups (teens, young adults, adults, older adults).

#### Introduction

Explain to everyone (in your own words):

*When the minister gives us Eucharist (communion) at Mass, he or she says: Body of Christ. We say: Amen. Our Amen means YES. YES, we believe and YES we will. This has two meanings: we believe that the bread and wine becomes the love of Jesus made real. It is not just bread and wine – it is the body and blood of Christ. We also are saying YES that we will become the Body of Christ. When we say amen, we also commit ourselves to the mission of Jesus. In a sense, we put on the eyes of Christ to see the poor, the needy and the outcast in our communities. We put on the ears of Christ to hear the stories of hurt and to help heal loneliness. We put on the heart of Christ to cry with, laugh with and join our lives to those in need. We put on the hands of Christ to reach out, to give bread, to touch. We put on the feet of Christ to walk with those who have no one. We become Christ's body as a community when we continue his love and mission.*

Continue with this quote from Thomas Richstatter:

*Each time we approach the Eucharist we renew our baptismal promise. Each time we get up and go to Holy Communion, we give sign to the community that we are committed to all that the Eucharist stands for – that we are committed to “do this” in memory of Jesus, to live as he lived, to live no longer for ourselves but for his Body so that the world can say of us today a they said of the first Christians, “See how they love one another! There is no one poor among them!” This is the ultimate meaning of the Eucharist.*

(Thomas Richstatter, O.F.M. *Sacraments – How Catholic Pray*. Cincinnati: St. Anthony Messenger Press, 1995. pages 58-59)

#### Reflection: Being the Body of Christ

Introduce the reflection by saying:

*St. Teresa of Avila gave one of the best descriptions of being the Body of Christ in our world. She wrote...*

*Christ has no body now on earth but yours;  
you are the only hands with which he can do his work,  
yours are the only feet with which he can go about the world,  
yours are the only eyes through which his compassion can shine forth upon a troubled world.  
Christ has no body on earth now but yours.*

*Every celebration of the Mass challenges us to live as the Body of Christ all week. We are going to take a few minutes now to consider and make a commitment to being the Body of Christ in the coming weeks.*

Give everyone a large file card (4x6) and a pen/pencil. (Parents should complete one for themselves and help their children.) Ask the participants to write their answers to the first question on side 1, and the second question on side 2.

1. How can I live as a member of the Body of Christ in the coming week or two? Who needs me to be Eucharist for them? Write a short letter to Jesus telling him about someone (or group of people) who really needs your love, care, help, and/or comfort right now.
2. How can we, as a parish community, live as a members of the Body of Christ in the coming week or two? What are several specific things we need to do as children/youth/adults to be the hands, feet, and eyes of Christ in our world?

Invite participants to share their responses to the two questions with their small group. Then ask them to discuss how everyone can actually live these ideas in the coming weeks, and if we did, what kind of world it would be.

## Closing Prayer

Conclude with a litany. Invite at least one person from each group to share one way he or she will be the Body of Christ in the coming weeks.

After each person shares, respond with the prayer: *Lord, give us the strength to be your Body in our world.* (Feel free to create you own prayer response.)

Conclude with a closing prayer and with a song about Eucharist (use the list from the sessions).