



Catholic Schools Week 2023

Catholic Schools: Walking Together in Faith & Love

# Catholic Schools:

## Walking Together in Faith and Love

22 JANUARY–29 JANUARY 2023

**THIRD AND FOURTH CLASS/P5 AND P6**





Christian Faith	Word of God
<p><b>Mystery of God</b></p> <ul style="list-style-type: none"><li>• God calls people and they respond (vocation).</li><li>• Christians live their faith in God through prayer and action (faith as living/witnessing).</li><li>• God our Father sends us the Holy Spirit to help us to be like Jesus.</li><li>• Faith challenges Christians to work for the kingdom/reign of God (CCC 542).</li></ul> <p><b>Mystery of the Church/Kingdom</b></p> <ul style="list-style-type: none"><li>• All members of the Christian family are called to worship God and to serve their communities in imitation of Jesus.</li></ul> <p><b>Mystery of the Holy Spirit</b></p> <ul style="list-style-type: none"><li>• On the day of Pentecost, the Holy Spirit came down upon the disciples to remain with them forever (Acts 2:1-13; AG 4).</li><li>• The gift of the Holy Spirit at Pentecost marks the beginning of the Church (CCC 732).</li><li>• The Holy Spirit was sent by the Father and Son to help us become more like God (CCC 682-747).</li><li>• The Holy Spirit guides and cares for the Church (GS 11; LG 4; CCC 739, 747).</li><li>• The Holy Spirit will remain with us forever (CCC 729).</li><li>• The Holy Spirit enables Christians to spread the Good news of Jesus in different ways.</li></ul> <p><b>Creation</b></p> <ul style="list-style-type: none"><li>• God created the entire universe, including our earth and all that is in it by his Word, from nothing (Jn 1:1-3; Col 1:16-17; 2 Mac 7:28; CCC 290-91, 296).</li><li>• God so loved us that he created the world and us in it to share his life and love (Eph 1:5-6; CCC 279-95).</li><li>• God keeps everything in existence (DV 1; CCC 301, 320).</li><li>• Angels are spiritual creatures who worship God without ceasing and who serve God's saving plans for other creatures (CCC 350).</li></ul>	<p><b>Sacred Scripture</b></p> <ul style="list-style-type: none"><li>• The Holy Spirit helps us to listen to, understand and respond to God's Word today.</li><li>• Pentecost (CCC 731-41).</li><li>• Acts 2:1-13, Pentecost.</li></ul>



## Liturgy and Prayer

### Liturgical Year

- Pentecost: the celebration of new life in the Holy Spirit and the birthday of the Church.

## Christian Morality

### Human Dignity

- God gives us gifts and talents to use them for his glory, for our own growth, for the well-being of others and the care of creation.
- When we use our God-given talents, the likeness of God grows in us (Gn 2:27).

### God's Graceful Presence and Assistance

- The Holy Spirit gives us the strength to love God and one another.
- The golden rule is 'In everything do to others as you would have them do to you' (Mt 7:12; Lk 6:31; CCC 1970).

### Human Freedom and Responsibility

- When we choose to respond to God's love, we become more like him, e.g. loving, compassionate, merciful.

### Social Teaching of the Church

- Jesus saw the gift and worth of each person. Therefore, the Christian is called to show love to everyone without exception (CCC 1825).





## Monday – Walking Together in Faith

‘Jesus said to them, “I am the bread of life; whoever comes to me shall not hunger, and whoever believes in me shall never thirst.”’

(Jn 6:35)

### Consider:

When we cannot see something we often use symbols to help us explain and understand it. In the story of Pentecost we see the symbol of fire and wind being used to describe the Holy Spirit. Wind and fire are powerful and unstoppable, just as the Holy Spirit can be for us, giving us the courage and power to witness God in our own lives.

### Explore:

**What is Pentecost?**

Pentecost is the day the Holy Spirit descended on the disciples. Jesus had reassured Mary and the apostles that the Holy Spirit would come among them to help them and guide them.

**When is Pentecost?**

Pentecost happens fifty days after Easter. It is the very last day of the Easter season. We consider Pentecost as being the Church’s birthday because this is the day the Holy Spirit came down and filled the apostles with the gifts they needed to lead the Church. The gifts of the Holy Spirit are:

- Wisdom
- Understanding
- Right Judgement
- Courage
- Knowledge
- Reverence
- Wonder and Awe in God’s Presence.

We will learn more about these gifts when we are preparing for the sacrament of confirmation in fifth and sixth class/P7.





Before the Holy Spirit came to the disciples they were hiding away in a room with the shutters closed tight. They were afraid because Jesus was no longer with them. In the story of Pentecost the Holy Spirit is described as a powerful wind and flames which came to rest on each of the apostles.

### Why do we use flames to represent Pentecost?

We sometimes use symbols to represent something we find hard to describe. In the Bible, it is said that the seven gifts were given to the apostles as flames: 'Then there appeared to them tongues as of fire, which parted and came to rest on each one of them' (Acts 2:3).

The fire did not burn the apostles. Instead, when the apostles received the gifts of the Holy Spirit, they were no longer afraid. They went out into the crowds teaching and preaching about God's love for us.

### Activity:

For this activity you may choose to provide each child with a single uninflated round balloon or you may prefer to just demonstrate using a single uninflated round balloon/balloons. If you choose to allow each child to have a balloon of their own you will need to explain that they are to wait for instructions to see what they will do with their balloon.

### Suggested Instructions:

As you see, we have a balloon/balloons today. You can have a lot of fun with a balloon. Have you ever played the game where you try and stop the balloon from hitting the ground for as long as possible? That's a lot of fun.

Look at the balloon I'm holding. I think it's a very nice balloon. It's a nice colour, and by looking at the shape of it, I think it would be a very nice round balloon. There seems to be something lacking in the balloon. Can anyone tell me what this balloon needs? (Pause for children to answer.) You're right. It needs to be filled with air! Before a balloon can fulfil its purpose, someone must breathe some life into it.

I think this balloon can help us learn something about the Church. Today we read the story of Pentecost. It was the day that God sent his Holy Spirit to breathe life into his Church so the Church would be all that God intended for it to be. (Inflate the balloon a little and stop.) Before God sent his Holy Spirit, the Church was lifeless – like this balloon. The Church was not witnessing and telling people about Jesus. After the Holy Spirit breathed life into the Church, people began telling everyone they saw about Jesus. (Inflate the balloon a little and stop.) It didn't even matter if they spoke the same language. (Inflate the balloon a little and stop.) Everyone they told about Jesus understood what they were saying. Thousands of people were added to the Church. (Inflate the balloon a little and stop.) The Church became alive. (Finish inflating the balloon and tie it off.)





Breathe life into your balloon, and remember that just as the balloon needs to be filled to be what it was intended to be, you and I need the Holy Spirit to fill us so we can be all that God wants us to be. (Allow children to inflate their balloons. Then help them tie off their balloons.)

### Activity 2:

On the sheet provided, invite the children to draw or write in the balloon outline ways that they can be what God wants them to be in their daily lives (e.g. kind, forgiving, helpful, caring, generous, etc.). It might be helpful to spend a few minutes with the class brainstorming phrases or words they may wish to include on their balloon outline.

### Prayer:

We thank God, for sending the Holy Spirit.

We thank the Holy Spirit for breathing life into the Church.

We thank God for sending the Holy Spirit to breathe life into each one of us, so we can become the person God wants us to be.

Help me to recognise the gifts of the Holy Spirit in my life and live as Jesus taught me to.

Amen.

‘Dear friends, let’s love each other, because love is from God, and everyone who loves is born from God and knows God. Anyone who does not love does not know God, because God is love.’

(Jn 4:7-8)





Holy Spirit, fill us so we  
can be all that God wants us to be.

Name:





## Tuesday – Walking Together in Love

### Consider:

In the Bible, God's love is described as kind, patient, generous, merciful, unfailing, and unending. To share and show God's love, we must be willing to love in situations where we think that love may be undeserved, unmerited or unrequited. God has shown his love to us in incredible ways and continues to love us. In fact, the Bible says that God is love. We are all part of God's kingdom of love.

### Explore:

How would you feel if someone called you a bad name? What would you do then? Would you want to call them something back?

How would you feel if someone came up to you and told you they think you are great? Would that be better?

When people do bad things to you, like hitting you or calling you names, does it makes you want to do bad things back to them? What about when people do or say nice things to you? Do you feel you want to do or say nice things to them?

Do you think it is easier to be nice to someone who is nice to you? Is it easier to be nice to someone who is part of your family or friends? Why? Jesus taught us that God wants us to be nice to everyone, even if they're mean to us.

Invite the class to sit in a circle, facing each other. Explain that the whole class is going to practice treating people the way we want to be treated. Start by picking one person in the circle and have everyone else in the circle, including yourself, say one nice thing about that person. When everyone has had an opportunity to say something nice move on to the next person in the circle and do the same until everyone has heard some nice things about themselves. At the end of the exercise, ask the class how it made them feel to hear someone say something nice about them.





## Activity:

For this activity you will need to give each child a copy of the page of heart templates and a paper plate and some glue.

Discuss situations when it may be hard to show love, e.g. when we find it hard to include a particular person in our games or conversations because we do not always agree with them. Remind the class that even when we find it hard to love others because they are different, Jesus teaches us that we need to find a way to show them love.

Discuss with the class ways that we can show God's love to everyone that we meet. Invite the children to draw or write ways they can show God's love to others in each of the heart outlines. The children can cut out the hearts and glue them to a large piece of chart paper which can be displayed in the sacred space in the class room as a reminder to show God's love to everyone that we meet.

## Pray together:

Help me to show God's love by listening.

Help me to show God's love by being generous

Help me to show God's love by encouraging others

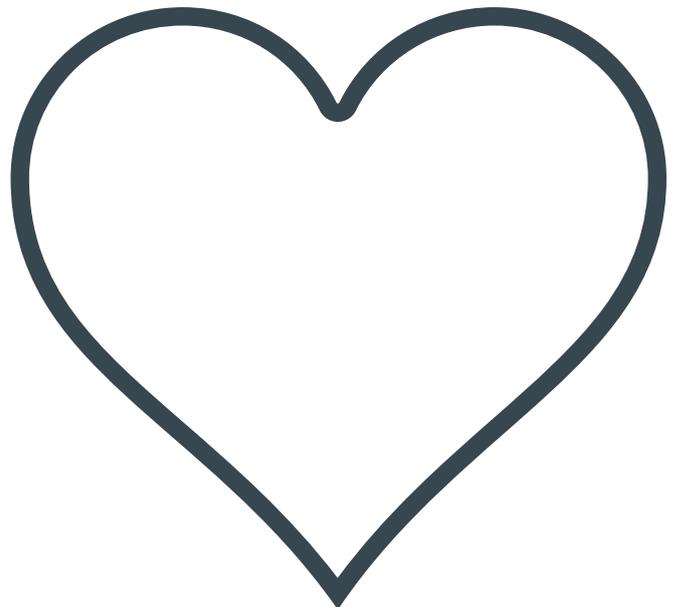
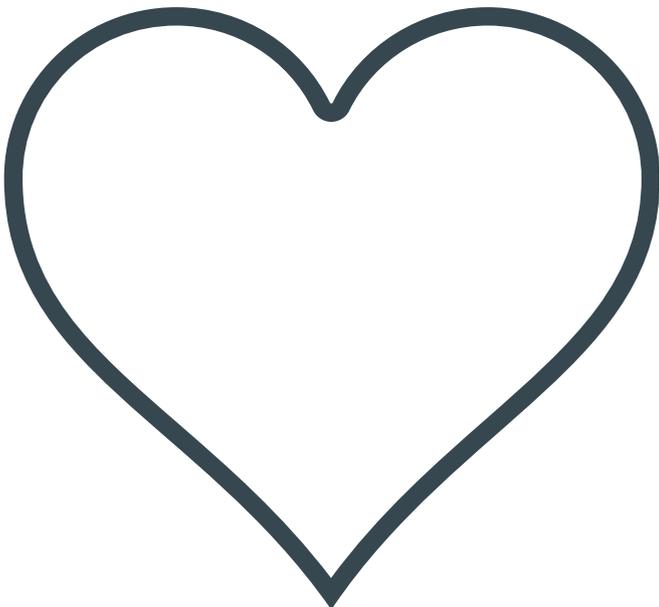
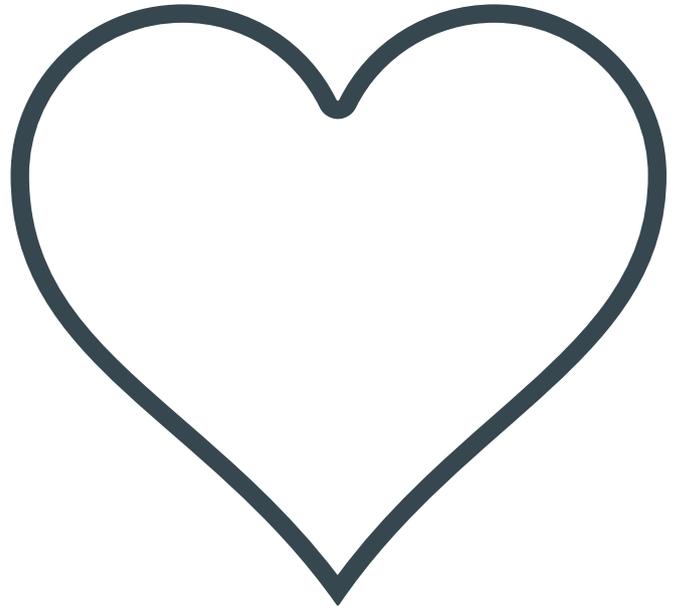
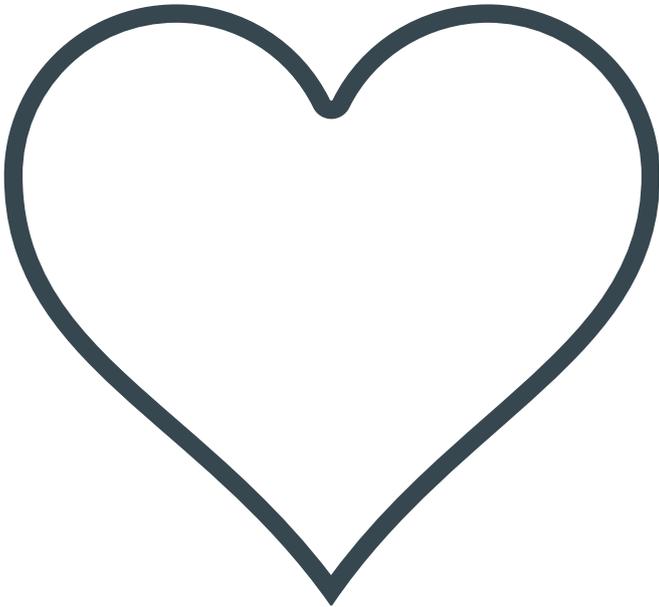
Help me to show God's love with acts of kindness.

Help me to show God's Love by praying for others.

Help me to realise that I can show God's love to everyone I meet.

Thank you, God, for your great love.







## Wednesday – Walking Together to Celebrate – (Grandparents Day)

### Consider:

We are learning this week about how our Catholic school is a special community, which models the love that Jesus taught us and showed us in his life. Our grandparents are members of our family community. Today, the school community celebrates and pays tribute to grandparents and the role they play in handing on the faith to their grandchildren and in supporting the community of faith at home and in the parish. They bring joy to the lives of their grandchildren and can help show us what a community of love can look like.

### Explore:

Our grandparents are a special gift in our lives. They watch over us as we grow and are often some of the most important teachers in our lives. They have seen and experienced many changes in our world, both good and bad.

Ask the children: What kinds of things have your grandparents taught you? Prompts such as care, generosity, faith, love, prayer, etc., can help children to name the unique experiences and lessons they have learned from their grandparents.

Discuss the ways that grandparents show their love for us and also the ways that we can show love and care for our grandparents.

### Activity:

Note: Teachers should use their discretion in relation to these activities if pupils have recently lost grandparents or are not in contact with grandparents. All classes can engage with the following activities at different levels. Choose an activity to suit your class.

#### Portrait of Granny and/or Granddad and Me

Encourage the children to draw and colour a portrait of them and their grandparent or grandparents, focusing on a happy time they shared.

#### Thank You Card

Encourage the children to make a thank you card for their grandparents with a focus on the positive influence grandparents have had on their lives. Give the card to grandparents or if they live far away why not post it?





## A Special Memory

Encourage the children to think of a time when their grandparents shared something special with them. Invite them to write the memory down so that they can share it with their grandparents.

## Prayer

Write a prayer of thanksgiving for your grandparents.

## Project

Ask the children to research the life of one of their grandparents by surveying their grandparent, where possible. If they cannot talk to their grandparent for whatever reason, they can interview their parents or relatives and find out details about their grandparent's life. They can locate pictures of their grandparent, be it as a child, at their wedding or a photo of them with their grandchild. The children can then create a poster celebrating the unique contribution their grandparent has made to their life and to their family life.





## Thursday – Walking Together to Transform our World

‘Nature cannot be regarded as something separate from ourselves or as a mere setting in which we live. We are part of nature, included in it and thus in constant interaction with it.’

*(Laudato Si’, 139)*

Amen.

### Consider:

Almost on a daily basis we are witness to events worldwide that are attributed to the growing climate change crisis.

We live in a world that generates an abundance of material possessions and waste. We are developing an awareness of the fragility of the environment which calls for a Christian response of justice and harmony.

It is more important than ever that we develop an understanding that the whole of creation is precious and needs to be cared for. Children need an opportunity to reflect and consider climate change from a local as well as a global level.

We all have a role to play in protecting the earth, a gift from God. Pope Francis reminds us that we are all personally responsible for how we care for the earth, our common home.

### Explore:

Invite the class to discuss the job we’re doing taking care of God’s world that we live in. If possible, take the children outside either on a walk in the school yard, a local park or safe place for the class to walk.

Before leaving the classroom, explain to the class that this is going to be a look-and-listen walk where they will be totally silent so that they can identify as many sights and sounds as they can. Invite the class to listen for all the sounds they can hear, and to look around for any litter or pollution. The walk doesn’t need to be any longer than five minutes.

Once the class is back in the classroom, invite the class to create a list of what they saw and heard. Identify the natural sounds and the human-made sounds they may have heard. Talk about natural beauty and human-made pollution.





Explore what the class think God feels when he sees how people abuse the beautiful world he created by causing pollution or discarding litter? Discuss with the class what they understand by the term 'climate change'. Are there some people who suffer more than others as a result of climate change? Where necessary, examples can be given to the class.

Explain to the class that while the impacts of climate change affect every country on every continent, they don't do it equally. People already burdened by poverty and oppression often suffer the harshest consequences while having the least ability to cope.

The increased frequency and intensity of extreme weather events like hurricanes, wildfires and droughts threaten lives in these poorer communities, driving people from their homes and jeopardising food sources and livelihoods. All these increase the likelihood of more conflict, hunger and poverty.

### Activity:

#### Clean Up!

Divide the class into three groups. Invite groups 1 and 2 to form a large circle and give each child in the circle a sheet of newspaper. Provide a bag to each member of group 3 and invite them to get on their hands and knees in the middle of the circle.

Once the games starts, groups 1 and 2 should start tearing their newspapers into little pieces and throwing the pieces into the circle. The children in group 3 will try to clean up the circle by gathering up all the pieces of torn newspaper and putting them in their bags. Allow the game to continue for one minute. After the minute is up, have everyone help to gather the pieces of paper for recycling.

Once every is sitting down invite the class to discuss their experience using the following questions:

1. Was this a fun activity for everyone? Why might some of the class have found the activity harder than others? What did we do with the papers we gathered? Why?
2. Is this game like what's happening in the real world? How? Are there some parts of the world that create more waste than others?

Introduce the term 'fossil fuels'. Fossil fuels include petroleum (oil), coal and natural gas. Many of the machines of modern life require energy to make them run. Brainstorm with the class examples of these machines (e.g. cars, buses, motorbikes and aeroplanes). About 90 per cent of the energy comes from burning fossil fuels. Using fossil fuels is contributing to climate change. Discuss with the class alternatives such as wind turbines and electric cars, which are kinder to the environment.

### Activity 2:

God wants us to care for his world. Brainstorm ways in which each one of us can care for the environment in our own lives. What are the things we can do to help care for the earth? Links could be made here to any environmental initiatives ongoing in the school such as Green Schools or Pride of Place.

Invite the class to complete the worksheet for this lesson. Write or draw in the space around the earth things we can do to care for the earth.



*I can care for the earth, God's creation by:*



**Prayer**

Thank you, God, for the earth, your wonderful creation.

Help us to appreciate its wonder and beauty.

Help us to care for the earth.

Help all those who are suffering because of climate change and help us remember our responsibility to do our bit to protect the earth, our common home.

Amen.



## Friday – Walking Together in Faith

**‘May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.’**

**(Rm 15:13)**

### **Consider:**

What is our mission? What are we trying to achieve? Pope Francis has called the people of God to hear the voice of the Holy Spirit in the Church today, with a view to the future. He asks that we listen to the experiences and longings of the entire Body of Christ, and this includes the members of the Church who are children. Jesus did not turn away children, rather he invited the children to be close to him.

### **Explore:**

On Monday we learned about how the Holy Spirit helps us to be what God wants us to be. Today we are going to think again about what the Holy Spirit is asking us to do.

Who are the people in our lives that support and accompany us on our faith journey? Do you think God wants us to help others? Discuss with the class ways in which we can help or care for those people who need it.

How do you know when someone is listening to you? How can you tell when someone is not listening to you? How does it feel when someone listens to you? How does it feel when they don't listen to you?

What is your favourite way to communicate (e.g. text, phone, in person, etc.)? What do you think is the best way to communicate when you really need to have a serious conversation? Why do you think that sometimes it is difficult to listen to others? What are some things you think you can do to be a better listener?

Who is it that will always listen to you? Parents? Teachers? Friends? God? How do we communicate with God? Prayer? Hymns? Just talking?

Discuss with the class what it is they like most about God and about the Church. Who do you think is responsible for the Church? Do you feel responsible for the Church? What do you like the most about the Church? What do you least like about the Church? What would you do to change what you don't like? Who is Pope Francis?

Some facts about Pope Francis:

Pope Francis was elected pope on 13 March 2013. He is the 266th pope of the Catholic Church. He studied chemistry at college and had many different jobs before he became a priest. He speaks three languages: Spanish, Italian and German. He chose the name Francis after St Francis of Assisi because he was a humble saint who was always kind to the poor.



## Activity:

Based on the class discussion and in particular their discussion around what they like most about the Church, what they least like about the Church and especially what they would do to change what they don't like, invite the class to use the worksheet below to write about what they would do if they were pope.

If I were the pope, what would I do?

