

CHRISTIAN CONSCIENCE

Penance - Year 3

DRAFT



THE TRUTH WILL SET YOU FREE

Religious Education
Archdiocese of Perth

Christian Conscience

Penance

Year 3

(The second of two units at this year level in preparation
for the Sacrament of Penance)

TABLE OF CONTENTS

SECTION ONE

Overview	1
Steps of the Process	2
Teacher Reflection	4
Parent Letter	5
Glossary	6

SECTION TWO

Teacher Background Material	8
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SECTION THREE

Symbols	25
Learning Area Outcomes	26
Key Understandings Learning Points	27
Program of Work	28

SECTION FOUR

Activity Sheets	63
-----------------------	----

SECTION FIVE

Resource Sheets	69
-----------------------	----

SECTION SIX

Appendices	79
Support Material	94
Children's Literature	94
Songs and Music	94
Teacher Resources	95
Videos	95
Acknowledgements	96

Section One

Overview

Steps of the Process

Teacher Reflection

Parent Letter

Glossary

OVERVIEW

All who realise that, through their conscience, God is calling them personally to love and to do good are left in wonder (A1, A2). Through this yearning they realise that God loves them personally (A3).

Jesus came to show his followers how to love and to do good as God calls (B1). To help people draw close to God again after times they sin by failing to obey God's Laws, Jesus gave people the Sacrament of Penance (B2).

Catholics celebrate this sacrament with special rites (C1). They confess their sins (C2).

Catholics examine their consciences to see the ways they have sinned (C3).

Christians continue to wonder at the gift of conscience through which God is calling them personally to love and to do good (C4).



STEPS OF THE PROCESS



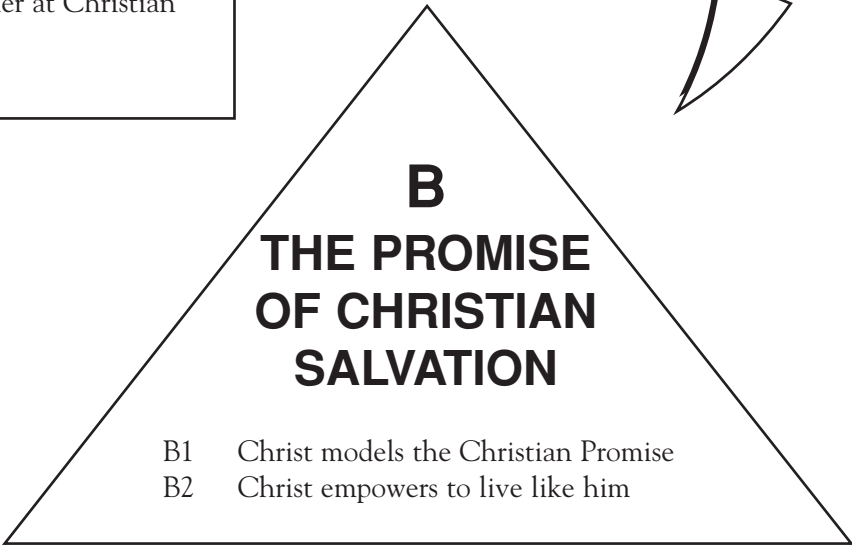
A WONDERING AT THE CREATOR

- A1 Wondering at experiences of being human
- A2 Wondering at the religious meaning of these experiences
- A3 Understanding what these experiences reveal about God [Attribute]



C CHRISTIAN RESPONSE

- C1, C2 Christ's power is experienced through his Church
- C3 The person Christ empowers the believer to become
- C4 Continuing to wonder at Christian possibilities



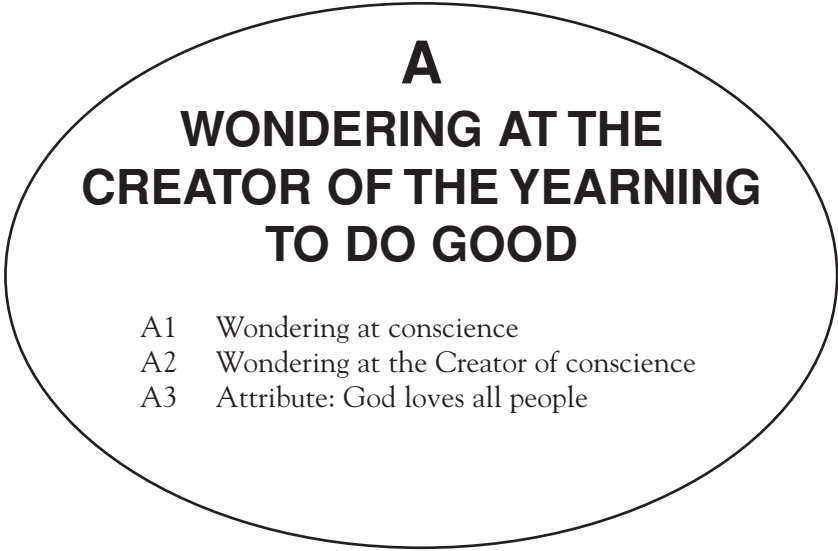
B THE PROMISE OF CHRISTIAN SALVATION

- B1 Christ models the Christian Promise
- B2 Christ empowers to live like him



STEPS OF THE PROCESS

CHRISTIAN CONSCIENCE YEAR 3



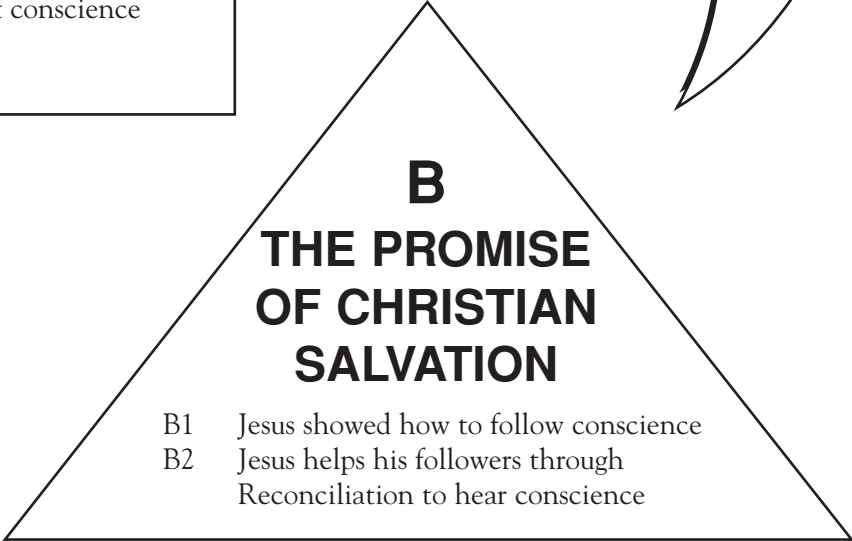
A WONDERING AT THE CREATOR OF THE YEARNING TO DO GOOD

- A1 Wondering at conscience
- A2 Wondering at the Creator of conscience
- A3 Attribute: God loves all people



C CHRISTIAN RESPONSE

- C1 Catholics celebrate the Rite of Reconciliation
- C2 Christians recall the meaning of sin
- C3 Catholics examine their consciences before Reconciliation
- C4 Continuing to wonder at conscience



B THE PROMISE OF CHRISTIAN SALVATION

- B1 Jesus showed how to follow conscience
- B2 Jesus helps his followers through Reconciliation to hear conscience



TEACHER REFLECTION

Jubilee of a Sinful Woman [Luke 7:36-50].

In preparation for this reflection you may like to place a small amount of fragrant oil in the palm of your hand. Smell it, feel it, rub it into your skin. Remember the custom of greeting and anointing with oil at the time of Jesus.

Read the passage Luke 7:36-50.

- In your own words describe for yourself the characters of Jesus, Simon and the woman.
- Simon calls Jesus 'Teacher'. What does Jesus teach Simon?
- How would you respond to the question:

Who is this man, that even forgives sins? [Luke 7:49].

Who are the 'outsiders' and 'insiders' in your life?

- Identify the qualities in people that are important for you.
- In what ways do you show love and forgiveness in your relationships with those close to you, the students you teach and those you may communicate with everyday?

Recall a situation where you needed forgiveness.

- Accept the forgiving love of God.
- As you make the Sign of the Cross, repeat the words of Jesus:

Your sins are forgiven [Luke 7:48].



PARENT LETTER
(insert school letterhead)

Dear

RE: NEXT RELIGIOUS EDUCATION UNIT TO BE STUDIED IN YEAR THREE

Within the core of every human being is a conscience. Within their conscience, all can hear the echoes of God's voice calling them to love and to do good, and to avoid doing what is wrong.

Many people today do not appreciate the importance of their conscience. As a result, they fail to develop them. They find it difficult to recognise God's guiding voice through life's challenges, questions and problems.

Many children in the class will be making their First Reconciliation this year. This Religious Education unit is one way the school assists parents prepare their children for the celebration of this sacrament.

The unit begins with wondering at the human experience of conscience, in which God stirs thoughts and feelings that help people want to do what is loving and good. All who wonder at the marvel of their consciences tend to wonder in turn at God the Creator of conscience, and to celebrate what can be discovered about God through conscience: that God loves all people.

The unit then explores ways in which Jesus showed how to follow conscience through his own thoughts and feelings.

The second theme of the unit introduces to the children preparing for their First Reconciliation, the steps and elements in the First and Second Rites of this sacrament.

Finally, the unit explores ways in which Christians are called to examine their consciences.

You could help your child during this unit by, for example:

- sharing with them your own loving and good thoughts
- wondering with them about God who is the Creator of conscience
- role playing with your child the steps in the Rite of Reconciliation
- sharing with them stories in which Jesus forgave people their sins:
 - the good thief [Luke 23:42-43]
 - those who killed him [Luke 23:33-34]
- praying with them prayers of sorrow, for example:
 - Lord Jesus, Son of God, have mercy on me, a sinner.

OR

- O my God, I am very sorry that I have sinned against you, because you are so good, and with the help of your grace I will not sin again.
-
-

Yours sincerely



GLOSSARY

Absolution	The essential moment in the Sacrament of Penance when the priest, using the power Jesus first gave the Apostles, pardons the sin of the penitent.
Confession	The essential element in the Sacrament of Penance when a penitent relates his or her sins to the priest.
Conscience	The 'inner core or sanctuary' within a person through which he or she can recognise the echoes of God's voice within them. Through conscience, a person can dialogue with God, and work out, using reason and the guidance of Church teachings, what is morally right and wrong in daily life situations.
Contrition	The sorrow for sins committed that is required to receive the Sacrament of Penance.
Mantra	A religious word or phrase used repetitively. For Christians, usually a word or phrase from the Bible is used.
Rite	The ritual or formal steps that comprise an act of worship of God.
Rite of Reconciliation	One of the three rituals for celebrating the Sacrament of Penance.
Sacrament	A community celebration by Christ's followers, through which they recognise his presence in their midst and receive, through signs, the power of salvation he offers them.
Sin	A <i>deliberate</i> thought, word or action that we <i>know</i> is against the Law of God.



Section Two

Teacher Background Material

TEACHER BACKGROUND MATERIAL

A WONDERING AT THE CREATOR OF THE YEARNING TO DO GOOD

(A second unit in preparation for the Sacrament of Penance)

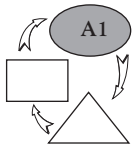
Teacher Note

The purpose of this step is to assist the development of the students' religious awareness. It aims to help them understand the religious meaning of significant experiences - an essential step for both Evangelisation and New Evangelisation (see *Australian Religious Education – Facing the Challenges*).

The students should be provided with opportunities to wonder in A1 and A2. They need to celebrate (rather than merely understand) the related attribute of God in A3.

The basic questions of the human heart to which the following experiences relate are taken up further in the Year 8-12 Religious Education units.

A1 Wondering at conscience



(“Deep within his conscience man discovers a law ... Its voice, ever calling him to love and to do what is good and to avoid evil, sounds in his heart at the right moment” – Catechism 1776)

Teacher Note

There are many psychological and other theories about what human experiences come from conscience.

The following content begins with experiences that reflect conscience as understood in Catholic teaching.

People generally try to say and to do what is loving and good. We are happy when we do so. We also like it when others tell us we have been good.

We are loving and good whenever, for example, we try to be:

- kind
- helpful
- polite
- cooperative
- truthful
- friendly to everyone at home and at school.

However, people also do what is selfish or not loving. Then they feel sorry, especially if others point out what they have done wrong. Often they try to make up, to do better next time.

Conscience

(“... His conscience is (a person’s) most secret core and his sanctuary. There he is alone with God whose voice echoes in his depths.” – Catechism 1776)

The reason why people like to do what is loving and good is that, within every person is a special gift that urges them to do so. This gift is called ‘conscience’.



In conscience, each of us hears the voice of God calling us personally to love and to do good. Sometimes we hear God's voice more easily when our thoughts remind us that it would be wrong to say or do certain things such as:

- to steal
- to lie
- to disobey our parents.

The voice of God in conscience is not like the voice of someone outside. We hear the voices of others with our ears.

The ways God calls us are by stirring our:

- thoughts
- feelings.

God stirs thoughts of love and goodness

Teacher Note

Teachers need to emphasise that, in conscience, God is calling each human being *personally*.

People have many different thoughts. For example, they have memories, new ideas, questions, thoughts that lead to answers and new understandings. All of these are within our minds.

One way God calls each of us *personally to love and to do good* is by stirring (or leading us to think) loving and good thoughts in our minds. For example, God may stir:

- a *memory* of how in the past, we cheered up someone who was sad so that now we know a way to make some people happier
- a new *idea* about how to show love for a parent who is tired, but who still has a lot to do around the home
- a *question* that helps us realise we need to do some good act, such as: 'How would I feel if someone treated me rudely?' 'What should I do to help Arvo who has just been treated rudely by those children?' or 'Why is he crying?' 'Shouldn't I go and comfort them?'
- *thoughts that lead to answers* about how best to love someone, such as: 'That elderly lady seems lonely, so it would be good to speak to her. I could do that by playing out the front of our house after school, and greeting her as she goes past on her way home from shopping.'
- *understandings*, such as 'It is always good to be polite', show I need to speak politely to my parents' visitors.

People have lots of other thoughts also. However, those stirred *personally* by God always call us *to love and to do good*. So any thoughts about being selfish or doing what is wrong are not good and do not come from conscience, such as:

- memories that make us feel like 'paying back' someone who hurt us
- new ideas about how to lie or steal
- ideas about how to do something wrong without being caught
- thoughts that lead to see how to bully someone
- understandings, such as 'I know that this will upset Jan'.



Teacher Note

The students in Year Three are too young to be able to grasp the concept of the 'Fruits of the Spirit'. These will be taught explicitly in later years. The following content helps introduce the *foundation* for this concept [Catechism 736, 1832]. The key aim is to help students appreciate that God communicates through the affective as well as through the intellect.

People have many different feelings. They are stirred by many different situations.

Sometimes, though, God stirs feelings that lead us to say or do what is loving or good, or to help us to realise afterwards that what we said or done was loving or good. God may stir the feelings, for example, of:

- *sadness* for people in need, so that when we see someone is upset, we want to help them
- *joy* when something good happens to someone, so that we will want to congratulate them
- *joy* when someone helps us, so that we will say 'thank you'
- *kindness*, so that we will want to find ways to be helpful
- *sadness* after we have upset someone, so that we try to make up
- *peace*, so that when other students are arguing we want to encourage them to make up.

Teacher Note

Teachers may find other Fruits of the Spirit more suitable for their classes. They need to restrict the fruits chosen lest the students become confused and lose sight of the basic focus, namely that God communicates from within through the affective, stirring people *to love and to do good*.

Moral conscience: doing what is right

(*'Moral conscience, present at the heart of the person, enjoins him at the appropriate moment to do good and to avoid evil.'* – Catechism 1777)

Teacher Note

The term *moral conscience* should not be used with the students in Year Three, however the experience can be referred to. The students have learned a number of commandments, appropriate to their developmental readiness, in earlier units [see Appendix (i)]. These could be referred to briefly here to help the students understand moral conscience.

One way God calls us *to love and to do good* is by always doing the right thing. When they do what they know to be wrong, people are not loving or doing what is good.

One reason why God has given us consciences is so that God can help us to work out:

- what is right
- what is wrong.

People can often be confused about right and wrong. To help us, Jesus gave us



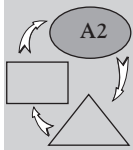
commandments. With these commandments, their consciences can help people answer the question: ‘Would this word or action be wrong because it disobeys a commandment?’

Wonder questions

People who understand their consciences often wonder:

- How can I listen better to thoughts or feelings urging me to love and to do good?
- Is it possible to always do what is right and never what is wrong?
- Why do I do wrong if I have a conscience?
- When was I last happy because I said or did something loving or good?
- I wonder why God gives me a conscience to work out right from wrong?
- Why do people want to do what is loving and good?
- I wonder if everyone feels the same when they love and do good?
- I wonder if God is calling to me all the time?

A2 Wondering at the Creator of conscience



Teacher Note

The aim here is to encourage students to wonder. This is an important skill for discovering God through creation [*Catechism* 32-33].

What is most important at this stage of each unit is that students be given a ‘wondering’ activity.

To lead students into the wondering activity, students may need to be reminded that wonder is a gift God created in people so that they could discover God through everything God has created. Wonder causes us to stop, to look, to feel, to smell, to listen or to taste so that we might better enjoy and understand. Wonder leads us to be curious which can lead us to explore and to experiment.

Many who wonder at their experiences of conscience begin to wonder also:

- Where do our consciences come from?
- Who designed them?

Religious Meaning

Those who know that it is God who created the human conscience then wonder: ‘I wonder what God, who created our consciences, is like?’

Teacher Note

Students may offer a variety of answers to this question. The answer of each should be valued.

What follows seeks to refocus the attention of the class for the purposes of systematic religious education, rather than imply one answer is better than the others.

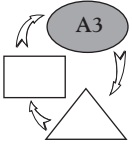


One possible answer

Among the many possible answers to this question, one answer that many discover is that God loves all people.

This is one way God has created people so that they will discover and become close friends with God.

A3 Attribute: God loves all people



(‘God’s very being is love.’ – Catechism 221)

God loves everyone, and wants everyone to be happy. God knows that when people behave in ways that are selfish or wrong, they can make others unhappy. They cause hurt to others also. When they realise this, often they themselves will also be unhappy, especially if those they have hurt are friends or those who love them.

This is why God calls every human being *personally* to love and to do good. All who listen to God’s call treat others in ways that lead to happiness.

How as a class can we celebrate that God loves everyone, wants everyone to be happy and calls every person to love and to do good?

B THE PROMISE OF CHRISTIAN SALVATION

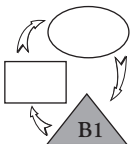
Teacher Note

One way Jesus offered salvation was by modelling how to live in a truly human way. Jesus also died for the sins of the whole human race and sent his Spirit to help people live as he lived. This is the way Christians are empowered to live by the power of the Kingdom of God to the extent that they draw upon this power, for example, through the Eucharist, the other sacraments, prayer and the other ways Jesus taught.

One element of the *modelling* of Jesus was that he showed how to follow conscience (B1). Jesus *helps* his followers through Reconciliation to hear conscience (B2).

The purpose of Step B is to show Jesus as the model of truly human behaviour, and then to focus upon how the world of the students’ experience would be different if all tried to live as Jesus lived and taught.

B1 Jesus showed how to follow conscience



(‘The Word became flesh to be our model of holiness...’ ‘Because “human nature was assumed, not absorbed,” ... the Church was led over the course of centuries to confess the full reality of Christ’s human soul, with its operations of intellect and will ...’ – Catechism 459, 470)

Because God loves us personally, God wants us always to be close as friends. People fulfil God’s wish so long as they follow God’s call through conscience.

Jesus showed us this by following his conscience. Jesus had a human conscience because he was completely human as well as Son of God. Listening to his conscience, Jesus:

- in his *thoughts*, remembered the laws of God the Father, and refused to do wrong when tempted in the desert by the Devil [Matthew 4:1–11]
- through his *feelings*, was moved to love and to do good when he:
 - felt so sorry for the mother whose son had died that he raised her son again to life [Luke 7:11–17]

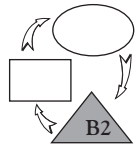


-
- loved the questioning young man so that he invited the young man to become one of his followers [Mark 10:21].

Jesus helps his followers today to follow our consciences in many ways. One way is through the Sacrament of Penance.

Through this sacrament, he makes his followers close friends again with God. Then they find it easier to hear God's voice calling them through their consciences.

B2 Jesus helps his followers through Reconciliation to hear conscience



(‘ “The whole power of the sacrament of Penance consists in restoring us to God’s grace and joining us with him in an intimate friendship.” Reconciliation with God is thus the purpose and effect of this sacrament.’ – Catechism 1468)

Because God loves us, God wants us always to be close as friends. With our consciences to help us, Jesus showed that people can stay close to God as they listen to their consciences which help them love and do good. This includes always doing what is right.

However, people at times find it hard to do what is right. Instead, they disobey God’s Commandments.

When they do this on *purpose*, they sin. They are less close to God as friends. This makes God sad.

Teacher Note

The meaning of sin is treated in **Confirmation Year Three** and recalled in C2.

Recall: Jesus came to forgive sins

(‘Since he is the Son of God, Jesus says of himself, “The Son of man has authority on earth to forgive sins” and exercises this divine power: “Your sins are forgiven.”’ – Catechism 1441)

Teacher Note

In Year Two, the students learned the following examples of Jesus forgiving. These need to be recalled briefly to set the context for John’s account of the institution of Reconciliation.

Jesus came to help people be close friends again with God. For this reason, he forgave people their sins:

- the thief dying on the cross beside Jesus [Luke 23:42-43]
- forgave those who killed him [Luke 23:33-34].

Jesus instituted the Sacrament of Penance

(‘Since Christ entrusted to his apostles the ministry of reconciliation ... priests ... continue to exercise this ministry.’ ‘(Sacraments) are efficacious because in them Christ himself is at work ...’ – Catechism 1461, 1127)



Teacher Note

This sacrament has several names [*Catechism* 1423, 1424]. For reasons related to parish practice and New Evangelisation, the term Reconciliation will be used when referring to the sacrament, in the Religious Education units of work .

So that they can be close to God again after they sin, Jesus wants to forgive everyone their sins. For this reason, he gave this power to the leaders of his Church. He forgives through them.

The Apostles needed forgiveness

Jesus gave this power first to the Apostles after the Resurrection. Prior to this, they needed his forgiveness themselves, for:

- instead of staying to help Jesus, they ran away when the soldiers came to arrest him [Matthew 26:47, 50, 56]
- Peter had denied ever knowing Jesus [Mark 14:66–72].

Jesus empowered the Apostles to forgive sin

Teacher Note

The students need to be able to recall the following Gospel scene.

When Jesus appeared to the Apostles after the Resurrection, he immediately forgave them. He simply said [John 20:21, 22–23]:

‘Peace be with you ...’.

After saying this he breathed on them and said:

‘Receive the Holy Spirit.

If you forgive anyone’s sins,

they are forgiven;

if you retain anyone’s sins,

they are retained.’

Jesus wants to forgive the sins of the whole human race. When giving the Apostles the power to forgive sins, he intended that they hand on this power to others.

Today, this power has been given to priests. When they forgive, it is Jesus himself who forgives through them: just as was the case with the Apostles, the first he appointed as leaders of his Church.

Teacher Note

The Hebrew notion of ‘peace’ is dealt with in the Years 8-12 Religious Education units. Suffice to note that central to its meaning is oneness with God (including forgiveness).

The notion of ‘retain’ means to withhold forgiveness.



Practical application of the Promise

Teacher Note

The relationship between this part of B2 and the first part of C3 is that:

- the focus in B2 is how the *world* would be if everyone lived as God wants
- the focus of C3 is how God is calling each *person* to live so that the world will be as God wants.

If everyone was a close friend of God, all would be able to hear the voice of God in their consciences. All would live the *personal* call of God to love and to do good.

However, people sin. Then they find it harder to hear God's voice in their consciences. As a result, they find human selfishness and wrongdoing growing.

This leads to much unhappiness. Parents, teachers, brothers and sisters and school children are unhappy as a result, which is not what God wants.

If everyone who sinned was forgiven, and became friends again with God, all would find it easier to hear and to obey God's *personal* call through conscience, *to love and to do good*, and to do always what is right.

What behaviours that upset parents, teachers, brothers and sisters and school friends would stop if everyone could hear God's call:

- to love and to do good easily
- to do what is right?

C CHRISTIAN RESPONSE

Teacher Note

To experience the Christian Promise requires personal Christian conversion [*General Directory for Catechesis* 53].

In the words of Jesus, this means people must [Mark 1:15]:

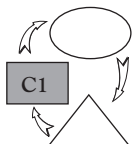
Repent, and believe the gospel.

Religious Education contributes to their New Evangelisation by helping students to understand what is involved in repenting and believing. Religious Education needs to help students discover 'what exactly faith in Jesus Christ is' [*General Directory for Catechesis* 75].

The following content introduces Year Three students to:

- the Rite of Reconciliation (C1)
- the meaning of sin (C2)
- examination of conscience before Reconciliation (C3).

C1 Catholics celebrate the Rite of Penance



(*'The sacrament of Penance is a whole consisting in three actions of the penitent and the priest's absolution. The penitent's acts are repentance, confession or disclosure of sins to the priest, and the intention to make reparation and do works of reparation.'* – Catechism 1491)



Teacher Note

The first and second Rites of Reconciliation are taught in Years Three and Four. Both are presented below.

The Rite taught in Year Three needs to be that which will be used to celebrate First Reconciliation. The other Rite needs to be taught in Year Four.

Teachers need to keep emphasising that, through Reconciliation, Jesus *restores the sinner's baptismal relationship with God* through the forgiveness of sins. Other gifts God gives through this sacrament are presented in later years.

The Parish Priest has a special responsibility to ensure the children are prepared adequately for First Reconciliation. Teachers need to discuss with the celebrant of First Reconciliation the following content:

- whether a Scripture reading will be used
- whether the full formula of the Absolution will be used (the students need to learn about this formula, and be told beforehand whether or not it will be used – see *Catechism* 1449)
- the kinds of penance the priest will suggest (prayer, action, or both, depending on the child).

For Catholics, the Sacrament of Reconciliation is a celebration. They celebrate that:

- Jesus forgives all their sins
- Jesus makes them close friends again with God.

Teacher Note

The students need to understand the following points about Rites of Reconciliation.

Either: The First Rite of Reconciliation

Teacher Note

The steps of the Rite need to be role–played to reassure children before the celebration.

The Rite needs to be learned under the following headings:

1. Showing Jesus the desire to be close friends again
2. Asking for forgiveness from Jesus
3. Accepting the forgiveness of Jesus.

1. Showing Jesus the desire to be close friends again by:
 - greeting the priest
 - making the Sign of the Cross
 - receiving a blessing from the priest
 - listening to the priest if he reads some words from the Bible.



-
2. Asking for forgiveness from Jesus by:
 - confessing personal sins in secret
 - listening to the penance given by the priest (the penance usually is a prayer or a good action to show God true sorrow for sins, and a willingness to try to do something good as the first sign of their change)
 - praying a Prayer of Sorrow (called the Act of Contrition).
 3. Accepting the forgiveness of Jesus of all sins when the priest says the words of absolution.

Or: The Second Rite of Reconciliation

The second way of celebrating Reconciliation is with others, except for the confession of sins. The second way the Sacrament of Penance is celebrated consists of the following steps.

1. Showing Jesus the desire to be friends again by:
 - greeting the priest together
 - listening to the Opening Prayer
 - listening to readings from the Bible.
2. Asking for forgiveness from Jesus by:
 - joining in the community examination of conscience
 - confessing with the community that those gathered have sinned
 - making individual confession of individual sins secretly to the priest
 - listening to the penance given by the priest
 - praying a Prayer of Sorrow (called the Act of Contrition).
3. Accepting the forgiveness by Jesus of all sins:
 - when the priest says the words of absolution
 - joining in the community prayer of thanks to God for forgiving sins
 - receiving the final blessing by the priest.

Explanation of the various elements of Reconciliation

Teacher Note

The following elements of the Rite need to be highlighted:

- the role of the priest
- the Absolution
- what sins are forgiven
- the Seal of Confession
- the Act of Contrition
- the penance.

The role of the priest

A priest is someone Jesus has called to serve as a leader within the Church. He has the power to forgive sins, the power Jesus first gave to the Apostles.



Today, Jesus works through the priest. It is *Jesus who forgives* through him. The priest's role is:

- to welcome the person in a friendly way, for Jesus loves everyone
- to listen to what the person has to say
- to encourage the person to say 'sorry' to Jesus for their sins
- to forgive the person.

The Absolution: how the priest forgives sins

The priest forgives sins by saying special words, called 'The Absolution', while giving a special blessing. The most important of these words are:

*I absolve you from your sins,
in the name of the Father
and of the Son
and of the Holy Spirit.*

The full words of absolution are:

*God, the Father of mercies,
through the death and resurrection of his Son
has reconciled the world to himself
and sent the Holy Spirit among us
for the forgiveness of sins;
through the ministry of the Church
may God grant you pardon and peace,
and I absolve you from your sins
in the name of the Father, and of the Son, and
of the Holy Spirit.*

Teacher Note

The students need to be made aware of the full formula of absolution [*Catechism* 1449] so that they are not taken aback if the priest uses it.

What sins are forgiven

All sins are forgiven, even those a person has forgotten about.

Teacher Note

The students need to be clear about this point. After the celebration of First Reconciliation, teachers need to emphasise again to the students that *all* their sins have been forgiven, those they mentioned and any they may have forgotten.

All mortal sins need to be confessed in the Sacrament of Penance. Given that the students in Year Three lack the maturity to commit mortal sins, teachers should encourage them to think about the two or three sins they may commit most frequently rather than have them worry about an exhaustive list [*Catechism* 1857–1859, 1734–1736].

Students should never be discouraged from confessing whatever they wish to, however they should be discouraged from thinking that a long list of sins is required.



The Seal of Confession

Teacher Note

The following point needs to be stressed so that children never forget it.

A priest can *never repeat* what has been told him in Reconciliation under *any circumstances*. This means that he cannot repeat whatever is told to him to *anyone*, including:

- parents
- teacher
- another priest.

The priest cannot repeat what a person tells him in Reconciliation even to the Pope or the bishop. What is said is *totally secret*.

Recall: the Act of Contrition (Prayer of Sorrow)

Teacher Note

The Rite of Reconciliation provides ten alternative prayers of sorrow. The ones learned in Year Two, and proposed in the Religious Education units, are:

*Lord Jesus, Son of God,
have mercy on me, a sinner.*

and

O my God, I am very sorry that I have sinned against you, because you are so good and with the help of your grace I will not sin again.

In Year Two, the students learned the Parable of the Pharisee and the Tax Collector Luke [18:9-13]. This needs to be recalled so that the students are reminded of the words of the tax collector, the basis for the above Act of Contrition [*Catechism* 1450–1460].

The Prayer of Sorrow

Teachers need to stress to the students that they should never be afraid to celebrate the sacrament if they have forgotten the Prayer of Sorrow.

They should simply tell the priest they have forgotten it. Then he can help them to remember or they can make up a prayer of sorrow, using their own words.

The penance

Teacher Note

The students need to be clear about the purpose of the penance. They need to know it can be an action (such as a sign of love to parents) or a prayer. The practice of priests varies in different situations and the students need to know the options, even if one or the other is given by the priest in First Reconciliation.

After people have confessed their sins, the priest gives them a penance. He does this by giving:

- a prayer to say and/or
- some good action to perform.



The purpose of the penance is for the person to show God that they are going to change for the better. The first step is the prayer or the good action given by the priest.

The good action might be something that relates to the person's sins. For example, it might be an action:

- to show love in some way to parents because the person has sinned by disobeying them
- to share toys with a brother or sister because the person has fought with them.

Teacher Note

As noted above, teachers need to consult the celebrant of First Reconciliation about the issue of the penance.

If students ask what to do because they have forgotten the penance given to them, teachers should suggest they say the Lord's Prayer (Our Father).

Teacher Note

Options for Celebration

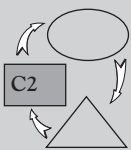
Teachers need to stress to the students that they have two options when confessing their sins. They can:

- remain unseen by the priest
- talk with him 'face to face'.

Church regulations insist that both options must be available when this sacrament is celebrated. Teachers need to ensure that the students have both options when there are celebrations during school time.

The students need to be given opportunities to explore the parish church before First Reconciliation, especially those areas associated with the Sacrament of Reconciliation, such as the Confessional.

C2 Christians recall the meaning of sin



Teacher Note

The students learned the meaning of sin in **Confirmation Year Three (A1)**. The following material is recall.

Recall: the definition of sin

(‘(A) *sin is an utterance, deed or a desire contrary to the eternal law... .*’ – Catechism 1871)

People prepare for the Sacrament of Penance by recalling their sins:

A sin is any deliberate thought, word or action against the law of God.

The word ‘deliberate’ means ‘on purpose’. The ‘Law of God’ means the Commandments of Jesus and the Ten Commandments.

Three conditions for sin

Three conditions are necessary for sin:

- the thought, word or action must actually be *against the law of God* (not something we may simply ‘feel’ to be wrong or guilty about)



- the person must *know at the time* that the thought, word or action is against the law of God (not have learned this later)
- the thought, word or action must have been *on purpose* (or deliberate) – not an accident or unintentional.

An example of a *thought* against the law of God would be a person *deliberately thinking* about:

- how to go about stealing something that does not belong to them
- ways of ‘getting even’ with someone who has hurt them
- trying to work out ways of upsetting or making someone unhappy.

Recall: Three questions

Three questions help people to work out whether a thought, word or action was a sin. These are:

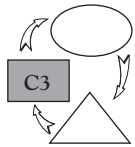
- Was it actually against a commandment?
- Did I know *at the time* that it was against a commandment?
- Did I do it *on purpose* (and it was not simply an accident)?

People can have many ideas about what is wrong. The only things that are truly wrong *break one of the commandments*. This is why the first question is so important.

Secondly, a person cannot sin in ignorance. So if the person did not *at the time* know that the behaviour broke a commandment, no sin was committed. Sin is not retrospective. To find out later that the behaviour was against God’s law does not then make the earlier behaviour a sin.

Thirdly, no one can sin by accident. The behaviour must have been conscious and on purpose.

C3 Catholics examine their consciences before Reconciliation



‘The reception of this sacrament ought to be prepared for by an examination of conscience made in the light of the Word of God. The passages best suited to this can be found in ... the moral catechesis of the Gospels and the apostolic Letters, such as the Sermon on the Mount and the apostolic teachings.’ – Catechism 1454; see also 1971, 1983–1986)

Teacher Note

Religious Education needs to complement the moral catechesis the students need to receive elsewhere. As with their moral catechesis, Religious Education needs to follow the ‘Life in Christ’ approach of the *Catechism of the Catholic Church*.

To prepare for the Sacrament of Penance, people need to examine their consciences. This means asking themselves:

- What are ways I have *loved and done good* as God calls through conscience?
- What are ways I did what was right, that is, I obeyed the commandments?

They then need to ask themselves:

- What are ways I have disobeyed commandments of God, (see p.74)?

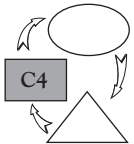


People can do wrong

People do wrong whenever they deliberately disobey the commandments. They do wrong when they deliberately:

- do not cooperate in the Mass
- act in selfish ways
- fight with others and call them names
- show disrespect for parents and teachers
- punch or fight with others when feeling angry
- destroy plants, trees, animals or other creatures
- make up stories about others.

C4 Continuing to wonder at conscience



All who realise that, through their consciences, God is calling them personally to love and to do good are left in wonder (A1, A2). Through this yearning they realise that God loves them personally (A3).

Jesus came to show us how to love and to do good as God calls (B1). To help people draw close to God again after times they sin by failing to obey God's Laws, Jesus gave the Sacrament of Penance (B2).

Catholics celebrate this sacrament with special rites (C1). They confess their sins (C2).

Catholics examine their consciences to see the ways they have sinned (C3).

How as a class can we remind ourselves that God wants to forgive people whenever they sin?



Section Three

Symbols

Learning Area Outcomes

Key Understandings

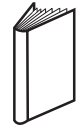
Learning Points

Program of Work

SYMBOLS



Activity Sheet



Book



Cassette Tape



Compact Disc



Journal



Music Bag



Prayer



Resource Sheet



Song



Video



LEARNING AREA OUTCOMES

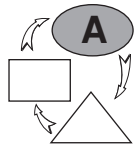
1. Students understand that people come to discover God who calls them; through their human experiences of the universe, including the world around them, and their human heart questionings and yearnings which can only ever be satisfied by their Creator.
2. Students understand and give expression to their most basic human heart experiences in the light of the Gospel, through study of their interests, questions, hopes, anxieties, reflections and judgements.
3. Students understand the content of the Christian message, by relating it to examples drawn from their experiences.
4. Students understand that God offers salvation through Christ who models how to live in a truly human way.
5. Students understand that Catholics are empowered to live like Jesus as they draw on the power of the Spirit and of the Kingdom through Sacraments, Scripture, prayer and other ways Jesus taught.
6. Students recognise that every good value, attitude or way of doing things is a sign of God's presence and influence within culture.
7. Students know and appreciate the values of Christ and those of his Gospel as the basis for living out the Christian mission in the world.
8. Students demonstrate the skills necessary in order to read and apply Scripture and to participate in Catholic ritual and prayer.



KEY UNDERSTANDINGS

LEARNING POINTS

A WONDERING AT THE CREATOR OF THE YEARNING TO DO GOOD

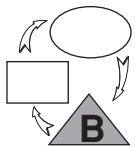


- A1 Wondering at conscience**
 - A1.1 States examples of people doing what is good and loving.
 - A1.2 Writes examples of loving and good thoughts stirred by God.
 - A1.3 Identifies feelings that can lead people to love and do good.
 - A1.4 Classifies actions 'right' or 'wrong' according to whether the actions obey or disobey Jesus' Commandments.

- A2 Wondering at the Creator of conscience**
 - A2.1 States wonder questions about God the Creator of conscience.

- A3 Attribute: God loves all people**
 - A3.1 Celebrates that God loves all people.

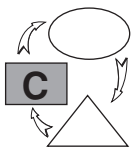
B THE PROMISE OF CHRISTIAN SALVATION



- B1 Jesus showed how to follow conscience**
 - B1.1 Illustrates ways Jesus listened to his conscience through his thoughts and feelings.

- B2 Jesus helps his followers through Reconciliation to hear conscience**
 - B2.1 Explores and represents Gospel stories that show Jesus wants to forgive everyone their sins and gave this power to the leaders of his Church.
 - B2.2 Expresses what the world would be like if everyone responded to God's personal call to love and to do good.

C CHRISTIAN RESPONSE



- C1 Catholics celebrate the Rite of Reconciliation**
 - C1.1 Describes the steps and elements in the First Rite of Reconciliation.
OR
 - C1.2 Describes the steps and elements in the Second Rite of Reconciliation.

- C2 Christians recall the meaning of sin**
 - C2.1 Recalls the meaning of sin.





- C3 Catholics examine their consciences before Reconciliation**
 - C3.1 Begins to understand the basic steps of an examination of conscience.

- C4 Continuing to wonder at conscience**
 - C4.1 Reviews and expresses the main ideas of the unit.







Key Understandings	Learning Points
<p>A WONDERING AT THE CREATOR OF THE YEARNING TO DO GOOD</p> <p>A1 Wondering at conscience <i>(continued ...)</i></p> <p>Teacher Note</p> <p>The process of Step A is to assist the development of students' religious awareness. It aims to help them understand the religious meaning of significant experiences – an essential step for both Evangelisation and New Evangelisation (see <i>Australian Religious Education – Facing the Challenges</i>).</p> <p>The students should be provided with opportunities to wonder in A1 and A2. They need to celebrate (rather than merely understand) the related attribute of God in A3.</p> <p>The basic questions of the human heart to which the following experiences relate are taken up further in the Year 8-12 Religious Education units.</p>	<p>A1.1 States examples of people doing what is good and loving.</p>



Suggested Strategies	Support Material	Class Prayer
<p>Teacher Note After each of the strategies in A1.1 lead the students to an understanding that everyone has a special gift called ‘conscience’. It helps them to work out how to do what is loving and good, especially as they grow older.</p> <p>a) The students reflect on the times they have seen people’s actions and:</p> <ul style="list-style-type: none"> • Thought, ‘That is a loving or good action’ • Asked themselves, ‘Is that the loving or good thing to do?’ • Felt happy about what people were doing because they knew it was right. <p>List these actions on a class ‘graffiti’ wall.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - Why do people want to do what is loving and good? - How can I listen better to my conscience urging me to love and to do good? - I wonder if everyone feels the same when they love and do good? <p style="text-align: center;">OR</p> <p>b) The students make a comic strip about one of the situations from the above strategy. A yellow spot could be placed above the frame which indicates the character doing what is good and loving.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - I wonder why people do what is good and loving? - Is it possible to do what is right always and never what is wrong? - I wonder if everyone feels the same when they love and do good? <p style="text-align: center;">OR</p> <p>c) The students collect story books they have read or have had read to them. They indicate to others in the class examples of characters doing what is good and loving.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - Why do people want to do what is loving and good? - I wonder if everyone feels the same when they love and do good? 	<p>First Reconciliation</p> 	<p>Journal Prayer Invite the students to reflect on situations in which they may have had to make a difficult choice to do what is loving and good. The students write a thank you prayer to God in their prayer journal for helping them during these times.</p>  

Key Understandings	Learning Points
<p><i>(continued ...)</i> A1 Wondering at conscience</p>	<p>A1.2 Writes examples of loving and good thoughts stirred by God. <i>(continued ...)</i></p>








Suggested Strategies	Support Material	Class Prayer
<p>a) Discuss with the class that people have many different thoughts (see Teacher Background Material, p.9). The students list the following categories in their RE workbooks and individually brainstorm as many examples as possible for each thought category:</p> <ul style="list-style-type: none"> • memories • new ideas • questions • thoughts that lead to answers • new understandings. <p>In small groups the students share their ideas.</p> <p>Discuss with the students that one way God calls people to love and to do good is by stirring or leading them to think loving and good thoughts in their minds.</p> <p>Using the examples suggested by the students, make a class chart of ways God may stir people to love and to do good through their thoughts (see Teacher Background Material, p.9).</p> <p>Journal Question</p> <p>- How can I better listen to my thoughts urging me to love and to do good?</p> <p style="text-align: center;">OR </p> <p>b) Discuss with the class that people have many different thoughts (see Teacher Background Material, p.9). Using five sheets of butcher's paper, the students brainstorm examples for each of the thought categories:</p> <ul style="list-style-type: none"> • memories • new ideas • questions • thoughts that lead to answers • new understandings. <p>Using a different coloured pen, highlight those actions which may be a result of God stirring people through thoughts, to love and to do good (see Teacher Background Material, p.9).</p> <p>Journal Question</p> <p>- How can I better listen to my thoughts urging me to love and to do good?</p> <p style="text-align: center;">OR </p>		<p>Thanksgiving Prayer</p> <p>Invite the students to silently pray their prayer of thanks during morning and afternoon prayer times.</p>  <p>Journal Prayer</p> <p>Invite the students to reflect on what has been written and write a prayer of thanks in their journals, for example, 'Thank you, God, for my memories of being loving and good.' or 'Thank you, God, for questions that lead me to be loving and good.'</p> 



Key Understandings	Learning Points
<p><i>(continued ...)</i> A1 Wondering at conscience</p>	<p><i>(continued ...)</i> A1.2 Writes examples of loving and good thoughts stirred by God.</p> <hr style="border-top: 1px dashed black;"/> <p>A1.3 Identifies feelings that can lead people to love and do good. <i>(continued ...)</i></p>





Suggested Strategies	Support Material	Class Prayer
<p>c) Discuss with the class that people have many different thoughts (see Teacher Background Material, p.9), which can be separated into five categories:</p> <ul style="list-style-type: none"> • memories • new ideas • questions • thoughts that lead to answers • new understandings. <p>Divide the class into five groups and allocate one category per group. Each group writes their allocated category on a sheet of paper. The paper is passed around and each group member writes one example. Groups share their examples with each other.</p> <p>Explain that God stirs people to love and to do good through their thoughts. Using examples taken from the Teacher Background Material, p.9, each group adds to their sheet, using a different coloured pen, ways people may be stirred through these thoughts to love and to do good. Display the sheets on a display board and invite the students to reflect on personal experiences of thoughts to love and to do good that have been stirred by God.</p> <p>Journal Question</p> <ul style="list-style-type: none"> - How can I better listen to my thoughts urging me to love and to do good? 		
<p>a) The students brainstorm the many feelings humans experience in different situations. Explain that God stirs feelings within people that lead them to say or do what is loving or good.</p> <p>Divide the class into six groups. Allocate to each group one of the feelings God may stir within (see Teacher Background Material, p.10). Each group demonstrates their 'feeling' to the others, one person reads the feelings stirred while the rest of the group mimes the situation.</p> <p>Wonder Question</p> <ul style="list-style-type: none"> - Why do people want to do what is loving and good? <p style="text-align: right;"><i>(continued ...)</i></p>	<p>Celebrating Our Journey M Brown </p> <p>Pick a Pack of Praise 50 Songs of Fun and Faith for Kids Lillenas Publishing Company </p>	<p>God Stirs us to Love Invite the students to create a movement to one of the songs below.</p> <p>'Love is the Greatest Gift' </p> <p>'Heart to Change the World' </p>



Key Understandings	Learning Points
<p><i>(continued ...)</i> A1 Wondering at conscience</p>	<p>A1.3 Identifies feelings that can lead people to love and do good. <i>(continued ...)</i></p>





Suggested Strategies	Support Material	Class Prayer										
<p>Journal Questions</p> <ul style="list-style-type: none"> - When was I last happy because I said or did something loving or good? - I wonder if everyone feels the same when they love and do good? <p style="text-align: center;">OR </p> <p>b) Create a class chart that lists the many feelings people experience. Explain that God stirs feelings within people that lead them to say or do what is loving or good. The students 'match' the feeling God may stir within people with the situation. For example:</p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="193 712 517 752" style="width: 30%;">SITUATION</th> <th data-bbox="517 712 831 752">FEELING</th> </tr> </thead> <tbody> <tr> <td data-bbox="193 752 517 882">We see someone upset ...</td> <td data-bbox="517 752 831 882">Sadness for people in need ... we want to help.</td> </tr> <tr> <td data-bbox="193 882 517 1012">Something good happens to a friend ...</td> <td data-bbox="517 882 831 1012">Joy or happiness ... we want to congratulate them.</td> </tr> <tr> <td data-bbox="193 1012 517 1097">Someone helps us ...</td> <td data-bbox="517 1012 831 1097">Joy ... we say thank you.</td> </tr> <tr> <td data-bbox="193 1097 517 1178">We upset someone ...</td> <td data-bbox="517 1097 831 1178">Sadness that stirs us to ask for forgiveness.</td> </tr> </tbody> </table>	SITUATION	FEELING	We see someone upset ...	Sadness for people in need ... we want to help.	Something good happens to a friend ...	Joy or happiness ... we want to congratulate them.	Someone helps us ...	Joy ... we say thank you.	We upset someone ...	Sadness that stirs us to ask for forgiveness.		
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Key Understandings	Learning Points
<p><i>(continued ...)</i> A1 Wondering at conscience</p>	<p><i>(... continued)</i> A1.3 Identifies feelings that can lead people to love and do good.</p> <hr style="border-top: 1px dashed black;"/> <p>A1.4 Classifies actions 'right' or 'wrong' according to whether the actions obey or disobey Jesus' Commandments. <i>(continued ...)</i></p>







Suggested Strategies	Support Material	Class Prayer
<p>Wonder Question</p> <ul style="list-style-type: none"> - Why do people want to do what is loving and good? <p>Journal Questions</p> <ul style="list-style-type: none"> - When was I last happy because I said or did something loving or good? - I wonder if everyone feels the same when they love and do good? <p style="text-align: center;">OR</p> <p>d) Talk with the students about God stirring feelings within us that lead us to say or do what is loving or good. Students are provided with a sheet of paper.</p> <p>They make six compartments on the paper, one for each of the feelings stirred by God (see Teacher Background Material, p.10). Using only colour, they depict each of the six feelings. The students then give an appropriate title to their works of art.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - What feelings, which God stirs within me, do I like best? - I wonder if some feelings God stirs within, are more important than other feelings? 		<p>Feeling Prayer Mural</p> <p>The works of art from A1.3(d) could be joined together to form a mural. The students could suggest an appropriate title (if needed). The mural could be used as a focus for silent prayer. The students could relate the colours of a compartment with a current or past feeling and talk to God about that feeling, and actions associated with that feeling.</p>
<p>Teacher Note</p> <p>Prior to the strategies in A1.4, the students illustrate ways people might act because God has stirred their thoughts and feelings to love and to do good.</p> <p>A class display or chart of 'Loving Actions' could be created.</p> <p>Discuss with the students that one reason God has given us consciences is so that God can help us work out what is right or wrong.</p> <p>When we can work this out it helps us to know in what ways we are doing the right thing, and so, showing love and doing good.</p> <p>To help us work this out through our consciences, Jesus gave us commandments.</p> <p>See Appendix (i) for actions associated with commandments learned in previous years. Teachers will need to add commandments learned up to this point in Year Three.</p>	<p>Wonderfully Made and Other Prayer Celebration Songs J Miffleton</p> 	<p>'Love One Another'</p> 



Key Understandings	Learning Points
<p><i>(continued ...)</i> A1 Wondering at conscience</p>	<p><i>(continued ...)</i> A1.4 Classifies actions 'right or 'wrong' according to whether the actions obey or disobey Jesus' Commandments.</p>



Suggested Strategies	Support Material	Class Prayer
<p>a) The students list commandments they have learned in previous years or units.</p> <p>The actions brainstormed above could be sorted according to which commandment the action is keeping.</p> <p>The students then suggest actions which are the opposite to the loving actions and classify them with the relevant commandment.</p> <p>Discuss that it is a person's conscience that helps them work out which commandments are being followed or disobeyed in each case.</p> <p>The students could then check their decisions of right from wrong by asking, 'Would this word or action be wrong because it disobeys a commandment or right because it obeys a commandment?'</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - I wonder why God helps people to work out right from wrong? - Why do people want to do what is right? <p>Journal Questions</p> <ul style="list-style-type: none"> - I wonder if everyone feels like me when they do wrong? - I wonder if everyone feels like me when they do what is right? - I wonder if God is calling to me all the time? <p style="text-align: center;">OR </p> <p>b) The students recall commandments learned in earlier units or in Year Two [see Appendix (i)]. These commandments are written on flashcards.</p> <p>In small groups, the students then write the loving actions generated earlier, and unloving actions, individually on different coloured flashcards.</p> <p>The flashcards could then be arranged to create a graphic organiser which shows how our consciences help us to determine right from wrong, for example:</p> <p style="text-align: right;"><i>(continued ...)</i></p>	<p>God Gives ... Songs for Kids Joint Board of Christian Education</p> 	<p>Loving Action Prayer</p> <p>The loving actions (see teacher note) could be listed on prayer cards and stored in a 'Loving Action' box at the class' sacred space.</p> <p>The students could reflect on actions and pray about these during quiet reflection times.</p> <p>Alternatively, in a prayer circle, the students could be invited to take a card and offer a prayer of thanks or praise for the gift of conscience which helps them to choose to act in loving ways.</p>  <p>'Love the Lord Your God'</p> 



Key Understandings	Learning Points
<p><i>(continued ...)</i> A1 Wondering at conscience</p>	<p><i>(continued ...)</i> A1.4 Classifies actions 'right or 'wrong' according to whether the actions obey or disobey Jesus' Commandments.</p>





Suggested Strategies	Support Material	Class Prayer
<div data-bbox="245 255 767 651" data-label="Diagram"> <pre> graph TD A[Our consciences help us to work out right and wrong] --> B[Love your neighbour] B --> C[Honour your father and mother] C --> D[Tidy my room] C --> E[Throw tantrums] D --> F[Hug] </pre> </div> <p data-bbox="236 674 786 808">As the students place each action they could ask themselves, ‘Would this word or action be wrong because it disobeys a commandment or right because it obeys a commandment?’</p> <p data-bbox="236 831 807 931">Discuss that it is a person’s conscience that helps them work out which commandments are being followed or disobeyed in each case.</p> <p data-bbox="236 954 467 987">Wonder Questions</p> <ul data-bbox="236 992 798 1104" style="list-style-type: none"> - I wonder why God helps people to work out right from wrong? - Why do people want to do what is right? <p data-bbox="236 1126 462 1160">Journal Questions</p> <ul data-bbox="236 1164 807 1357" style="list-style-type: none"> - I wonder if everyone feels like me when they do wrong? - I wonder if everyone feels like me when they do what is right? - I wonder if God is calling to me all the time? <div data-bbox="491 1375 791 1464" data-label="Image"> <p data-bbox="491 1435 539 1464">OR</p> </div> <p data-bbox="209 1480 807 1693">c) Create a class chart listing the commandments the students have learned in previous units and in Year Two [see Appendix (i)]. Discuss that Jesus has given us commandments to help us work out, in our consciences, what is right and what is wrong.</p> <p data-bbox="236 1715 815 1984">For each commandment the students list loving actions relevant to that commandment. The students role-play the ways people would act if they followed the stirrings of God in their consciences to do what is right. They role-play also how people would act if they did not follow the stirring to do what is loving and good, and instead did what is wrong.</p> <p data-bbox="651 2007 815 2040"><i>(continued ...)</i></p>	<p data-bbox="858 1480 1026 1547">Role-Play Appendix (ii)</p>	



Key Understandings	Learning Points
<p>(... continued)</p> <p>A1 Wondering at conscience</p>	<p>(... continued)</p> <p>A1.4 Classifies actions ‘right or ‘wrong’ according to whether the actions obey or disobey Jesus’ Commandments.</p>
<p>A2 Wondering at the Creator of conscience (continued ...)</p>	<p>A2.1 States wonder questions about God the Creator of conscience. (continued ...)</p>
<p>Teacher Note</p> <p>The aim here is to encourage students to wonder. This is an important skill for discovering God through creation [<i>Catechism</i> 32-33].</p> <p>What is most important at this stage of each unit is that students be given a ‘wondering’ activity.</p> <p>To lead students into the wondering activity, students may need to be reminded that wonder is a gift God created in people so that they could discover God through everything God has created. Wonder causes us to stop, to look, to feel, to smell, to listen or to taste so that we might better enjoy and understand. Wonder leads us to be curious which can lead us to explore and to experiment.</p>	
<p>Teacher Note</p> <p>Students may offer a variety of answers to the question ‘What must God, who created our consciences, be like?’ The answer of each should be valued.</p> <p>What follows seeks to refocus the attention of the class for the purposes of systematic religious education, rather than imply one answer is better than the others.</p>	






Suggested Strategies	Support Material	Class Prayer
<p>After each role-play, invite the students to answer the question: ‘Would this word or action be wrong because it disobeys a commandment or right because it obeys a commandment?’</p> <p>Discuss that it is a person’s conscience that helps them work out which commandments are being followed or disobeyed in each case.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - I wonder why God helps people to work out right from wrong? - Why do people want to do what is right? <p>Journal Questions</p> <ul style="list-style-type: none"> - I wonder if everyone feels like me when they do wrong? - I wonder if everyone feels like me when they do what is right? - I wonder if God is calling to me all the time? 		
<p>a)Lead the students to an awareness that God created their consciences.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - Why did God give people the ability to choose right from wrong? - How does God help people as they use this ability to choose right from wrong? - I wonder what God, who created people with this gift, is like? <p>The students write a poem or story about a boy or girl who asked God to help them use their conscience and how they were helped.</p> <p>They conclude the poem or story with wonder questions about God the Creator of conscience.</p> <p style="text-align: center;">OR</p> <p>b)Invite the students to draw a symbol for their consciences using coloured lines or shapes. Pose the question, ‘What do you think God, who created conscience, is like?’</p> <p>Invite the students to share their ideas with a partner, or a small group. Provide the opportunity for students to view their peers’ work.</p> <p>Invite the students to write their own wonder questions about God the Creator of conscience.</p> <p style="text-align: center;">OR</p>	<p>Prayer Intentions Appendix (iii)</p>	<p>Prayer of Praise Display class drawings of conscience symbols (A2.1(b)). Invite the students to choose one drawing that ‘says something’ to them.</p> <p>Using the drawings as a basis, invite the students to pray a prayer of praise to God for the wonder of their conscience. They may wish to share why they have chosen a particular picture.</p> 



Key Understandings	Learning Points
<p>(... continued)</p> <p>A2 Wondering at the Creator at the Creator of conscience</p>	<p>(... continued)</p> <p>A2.1 States wonder questions about God the Creator of conscience.</p>
<p>A3 Attribute: God loves all people</p>	<p>A3.1 Celebrates that God loves all people.</p>





Suggested Strategies	Support Material	Class Prayer
<p>c) Discuss with the students that God created their conscience.</p> <p>Write the wonder questions below on the whiteboard and discuss.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - I wonder where do our conscience come from? - Who designed our consciences? - I wonder what God, who created our consciences, is like? <p>Invite the students to write their own wonder questions about God the Creator of conscience.</p>		
<p>Teacher Note</p> <p>Discuss the material that follows with the students before completing the strategies in A3.1.</p> <p>God loves everyone, and wants everyone to be happy. God knows that when people behave in ways that are selfish or wrong, they can make others unhappy and cause hurt to others. When they realise this, often they themselves will also be unhappy, especially if those they have hurt are friends or those who love them.</p> <p>This is why God calls every human being <i>personally</i> to love and to do good. All who listen to God's call treat others in ways that lead to happiness.</p>		
<p>a) The students create a mime celebrating God for loving all people and creating in them conscience which leads them to do good things.</p> <p style="text-align: center;">OR</p> <p>b) The students make cards of celebration which explain God's goodness and love for all people. The cards could be given to other classes, penfriends, family members, etc.</p> <p style="text-align: center;">OR</p> <p>c) 'God Loves All People'</p> <p>Present this heading to the students who then express their understanding of its meaning through clay, colour, drama, line or drawing. The students could then celebrate the God who loves all people, by making a class focus using the work the students have created. A suitable celebratory title could be given to the completed class focus.</p>	<p>God Gives ... Songs for Kids 4 Uniting Education</p> 	<p>'Thank You God'</p>  <p>Prayer of the Heart In a prayer circle invite the students to picture in their 'mind's eye' someone for whom they would like to pray.</p> <p>The students, sitting in a circle could, in turn, mention the person they are thinking of. The class then responds: God loves all people.</p> 




Key Understandings	Learning Points
<p>B THE PROMISE OF CHRISTIAN SALVATION</p> <p>B1 Jesus showed how to follow conscience</p>	<p>B1.1 Illustrates ways Jesus listened to his conscience in his thoughts and through his feelings.</p>
<p>Teacher Note</p> <p>One way Jesus offered salvation was by modelling how to live in a truly human way. Jesus also died for the sins of the whole human race and sent his Spirit to help people live as he lived. This is the way Christians are empowered to live by the power of the Kingdom of God to the extent that they draw upon this power, for example, through the Eucharist, the other sacraments, prayer and the other ways Jesus taught.</p> <p>One element of the <i>modelling</i> of Jesus was that Jesus showed how to follow conscience (B1). Jesus <i>helps</i> his followers through Reconciliation to hear conscience (B2).</p> <p>The purpose of Step B is to show Jesus as the model of truly human behaviour, and then to focus upon how the world of the students' experience would be different if all tried to live as Jesus lived and taught.</p>	



Suggested Strategies	Support Material	Class Prayer
<p>Teacher Note Before completing the strategies in B1.1, discuss with the students that because God loves us personally, God wants us always to be close. We fulfil God's wish so long as we follow God's call through conscience.</p> <p>Jesus showed us this by following his conscience. Jesus had a human conscience because he was fully human as well as Son of God.</p>		
<p>a) Read or tell the stories from the Teacher Background Material, pp.12-13. In groups the students dramatise the stories. Talk with the students about Jesus listening to his conscience to do what was good.</p> <p style="text-align: center;">OR</p> <p>b) Discuss with the students that Jesus listened to his conscience through his thoughts and feelings. In small groups, the students use 'Jesus in the Desert' or 'The Widow's Son Brought Back to Life' and complete the activity according to the instructions.</p> <p style="text-align: center;">OR</p> <p>c) Read or tell the stories from the Teacher Background Material, pp.12-13. Invite the students to design posters that illustrate some of the ways Jesus followed his conscience.</p>	<p>The Dramatised Bible M Perry (Ed)</p> 	<p>A Tapping Prayer Jesus used his conscience it's plain to see, Through his thoughts and feelings, Just like me! In the desert he refused to do wrong, He remembered what God said and kept really strong. He felt sorry for the mother whose son had died, He comforted her and he said, 'Don't you cry.' Jesus said to her son, 'Come on now, get up!' And to everyone's amazement the son got up! Jesus used his conscience it's plain to see, In his thoughts and feelings, Just like me! (Percussion instruments may be used to accompany the prayer).</p> 

Key Understandings	Learning Points
<p>B2 Jesus helps his followers through Reconciliation to hear conscience <i>(continued ...)</i></p>	<p>B2.1 Explores and represents Gospel stories that show Jesus wants to forgive everyone their sins and gave this power to the leaders of his Church. <i>(continued ...)</i></p>






Suggested Strategies	Support Material	Class Prayer
<p>Teacher Note</p> <p>Before completing the strategies in B2.1 discuss with the students that because God loves us, God wants us always to be close as friends. Jesus showed that people can stay close to God as they listen to their consciences, which help them love and do good. This includes always doing what is right.</p> <p>However, people sometimes find it hard to do what is right. Instead, they disobey God's Commandments.</p> <p>When they do this on purpose, they sin. They are less close to God as friends. This makes God sad.</p> <p>Jesus came to help people be close friends again with God. For this reason, he forgave people their sins:</p> <ul style="list-style-type: none"> • those who killed him [Luke 23:33-34] • the thief dying on the cross beside Jesus [Luke 23:42-43]. <p>a) Discuss with the students that Jesus gave the power to forgive sins to the leaders of his Church: Jesus forgives through them. Read or tell the stories of Jesus' friends who needed forgiveness:</p> <ul style="list-style-type: none"> • instead of staying to help Jesus, they ran away when the soldiers came to arrest him [Matthew 26:47-56 (especially v. 47, 50 & 56)] • Peter had denied ever knowing Jesus [Mark 14:66-72]. <p>Chart or whiteboard the Gospel story of John 20:21-23. Discuss that Jesus wants to forgive the sins of everyone. When giving the Apostles the power to forgive sins, Jesus intended that they hand on this power to others. Today this power has been handed down to priests. When priests forgive, it is Jesus himself who forgives through them.</p> <p>Invite the students to create a bookmark using the words of Jesus [John 20:22-23].</p> <p style="text-align: center;">OR</p> <p>b) Using Matthew 26:47-56 (especially v. 47, 50 & 56), Mark 14:66-72 and John 20:21-23, tell the story of Jesus' forgiveness of his friends and then giving them the power to forgive sins.</p> <p>In pairs, the students create actions to accompany each line of John 20:22-23.</p>		<p>Jesus Chooses to Forgive</p> <p>Lead the students in a guided meditation.</p> <div style="text-align: center;">  </div>



Key Understandings	Learning Points
<p>(... continued)</p> <p>B2 Jesus helps his followers through Reconciliation to hear conscience</p>	<p>(... continued)</p> <p>B2.1 Explores and represents Gospel stories that show Jesus wants to forgive everyone their sins and gave this power to the leaders of his Church.</p>
<p>Teacher Note</p> <p>The relationship between this part of B2 and the first part of C3 is that:</p> <ul style="list-style-type: none"> • the focus of B2 is how the <i>world</i> would be if everyone lived as God wants • the focus of C3 is how God is calling <i>each person</i> to live so that the world will be as God wants. 	<p>B2.2 Expresses what the world would be like if everyone responded to God's personal call to love and to do good. (continued ...)</p>













Suggested Strategies	Support Material	Class Prayer
<p style="text-align: center;">OR</p> <p>c) Provide the Parish Priest with the Teacher Background Material related to the points below. Invite the Parish Priest to speak to the students about:</p> <ul style="list-style-type: none"> • Jesus wanting to forgive everyone their sins • the way in which Jesus works through the priest in Reconciliation. 		
<p>a) Focus Question</p> <ul style="list-style-type: none"> - What behaviours that parents, teachers, brothers, sisters and school friends find upsetting would stop if everyone listened to God's call to love and to do good! <p>Discuss this question with the students. Brainstorm then create a class chart which explains behaviours that respond to God's personal call to love and do good as well as behaviours that show people not responding to God's call, for example:</p> <p>Responding to God's Personal Call to Love</p> <ul style="list-style-type: none"> • Obeying parents • Including all in a game • Helping with chores at home <p>Not Responding to God's Personal Call to Love</p> <ul style="list-style-type: none"> • Not obeying parents • Purposely leaving someone out of a game • Deciding to try to get out of helping with the chores at home. <p>Discuss with the students that Jesus helps his followers through Reconciliation to listen to God's personal call to them through their consciences so that they find it easier to hear and obey God's call.</p> <p style="text-align: center;">OR</p> <p>b) Invite the students to imagine a world where everyone was a close friend of God, where all would be able to hear the voice of God in their consciences. All would live the personal call of God to love and to do good.</p> <p>Focus Question</p> <ul style="list-style-type: none"> - What would our neighbourhood be like if everyone listened to God's call to love and to do good. <i>(continued ...)</i> 	<p style="text-align: center;">One Moment M Brown</p> 	<p>Reflection</p> <p>At the end of the day allow the students the opportunity to reflect on the events of the day. The following questions could be used:</p> <ul style="list-style-type: none"> - When today did I listen and respond to God's personal call (my conscience) to love and do good? - When today did I not respond to God's personal call? <p>Invite the students to write a prayer of thanks for the times they listened to their consciences, or a prayer of sorrow for the times they may have done wrong.</p>  <p>'Listen'</p> <p>Invite the students to reflect on a world where everyone could hear the voice of God in their consciences, and then to pray, 'Listen' as a mantra.</p> 



Key Understandings	Learning Points
<p>(... continued)</p> <p>B2 Jesus helps his followers through Reconciliation to hear conscience</p>	<p>(... continued)</p> <p>B2.2 Expresses what the world would be like if everyone responded to God's personal call to love and to do good.</p>
<p>C CHRISTIAN RESPONSE</p> <p>C1 Catholics celebrate the Rite of Reconciliation</p> <p style="text-align: right;">(continued ...)</p> <p>Teacher Note</p> <p>To experience the Christian Promise requires personal Christian conversion [<i>General Directory for Catechesis</i> 53].</p> <p>In the words of Jesus, this means people must [Mark 1:15]:</p> <p style="text-align: center;"><i>Repent, and believe the gospel.</i></p> <p>Religious Education contributes to their New Evangelisation by helping students to understand what is involved in repenting and believing. Religious Education needs to help students discover 'what exactly faith in Jesus Christ is' [<i>General Directory for Catechesis</i> 75].</p> <p>The following content introduces Year Three students to:</p> <ul style="list-style-type: none"> • the Rite of Reconciliation (C1) • the meaning of sin (C2) • examination of conscience before Reconciliation (C3). 	<p>C1.1 Describes the steps and elements in the First Rite of Reconciliation.</p> <p style="text-align: right;">(continued ...)</p>










Suggested Strategies	Support Material	Class Prayer
<p>Using paints, pencils or crayons invite the students to draw this ‘perfect’ neighbourhood. Have the students explain to a partner how their ‘real’ neighbourhood differs from the one they have drawn.</p> <p>Discuss with the students that Jesus helps his followers through Reconciliation to listen to God’s personal call to them through their consciences, so that they find it easier to hear and obey God’s call.</p> <p style="text-align: center;">OR</p> <p>c) Focus Question</p> <ul style="list-style-type: none"> - What behaviours that upset parents, teachers, brothers, sisters and school friends would stop if everyone could listen to God’s call to love, to do good easily and to do what is right? <p>Discuss this question with the students. Using ‘Called to Love and to do Good’, the students choose two people to interview. Discuss the interviewees’ responses to the question.</p> <p>Discuss with the students that Jesus helps his followers through Reconciliation to listen to their consciences, so that they find it easier to hear and obey God’s call.</p> <div style="text-align: right;">  <p>A1</p> </div>	<p>Celebration P Kearney</p> <div style="text-align: center;">  </div>	<p>‘Peacemaker’</p> <div style="text-align: center;">  </div>
<p>Teacher Note</p> <p>The elements of the First Rite need to be presented as a whole while each step of the Rite is explained. The steps of the Rite need to be role played to reassure students before the celebration.</p> <p>a) View the video A Child’s First Penance or Reconciliation 3: The Sacrament of Reconciliation. Review the steps and elements of the First Rite of Reconciliation using ‘Steps in the First Rite of Reconciliation’. The students complete ‘The First Rite of Reconciliation’.</p> <div style="text-align: center;">   <p>R3 A2</p> </div> <p>b) Discuss with the students the steps and elements of the rite, using ‘Steps in the First Rite of Reconciliation’. The students make a booklet - The First Rite of Reconciliation – each page illustrating one step of the rite.</p> <p style="text-align: center;">OR</p> <div style="text-align: center;">  <p>R3</p> </div>	<p>The First Rite of Reconciliation (an explanation) Appendix (v)</p> <p>Snookles J Flack</p> <div style="text-align: center;">  </div> <p>A Child’s First Penance</p> <div style="text-align: center;">  </div> <p>Reconciliation 3: The Sacrament of Reconciliation (Summary not recommended)</p> <div style="text-align: center;">  </div>	<p>‘Sorry’</p> <p>Invite the students to listen to and then create actions to the song.</p> <div style="text-align: center;">  </div>



Key Understandings	Learning Points
<p>(... continued)</p> <p>C1 Catholics celebrate the Rite of Reconciliation</p>	<p>(... continued)</p> <p>C1.1 Describes the steps and elements in the First Rite of Reconciliation.</p>
<p>Teacher Note</p> <p>The first and second Rites of Reconciliation are taught in Years Three and Four. Both are presented in C1.</p> <p>The Rite taught in Year Three <i>needs to be that which will be used to celebrate First Reconciliation</i>. The other Rite needs to be taught in Year Four.</p>	<p>OR</p>
	<p>C1.2 Describes the steps and elements in the Second Rite of Reconciliation.</p>






Suggested Strategies	Support Material	Class Prayer
<p>c) Discuss with the students the steps and elements of the rite, using 'Steps in the First Rite of Reconciliation'. In groups, the students use puppets to demonstrate the steps of the First Rite of Reconciliation.</p> <p style="text-align: center;">OR</p> <p>d) Invite the Parish Priest to discuss with the students the steps and elements of the First Rite of Reconciliation.</p> <p>Students complete 'The First Rite of Reconciliation'.</p>	<p>Simple Songs Your Children Sing J Cosgrove</p> 	<p>'Sometimes I've Been Good'</p> 
<p>a) View the second part of the video Reconciliation 3: The Sacrament of Reconciliation (the Second Rite). Review the steps and elements of the Second Rite of Reconciliation using 'Steps in the Second Rite of Reconciliation'. The students complete 'The Second Rite of Reconciliation'.</p> <p style="text-align: center;">OR</p> <p>b) Discuss with the students the steps and elements of the rite, using 'Steps in the Second Rite of Reconciliation'. The students make a booklet – The Second Rite of Reconciliation – each page illustrating one step of the ritual.</p> <p style="text-align: center;">OR</p> <p>c) Discuss with the students the steps and elements of the rite, using 'Steps in the Second Rite of Reconciliation'. In groups, the students use puppets to demonstrate the steps of the Second Rite of Reconciliation.</p> <p style="text-align: center;">OR</p> <p>d) Invite the Parish Priest to discuss with the students the steps and elements of the Second Rite of Reconciliation. The students complete 'The Second Rite of Reconciliation'.</p>	<p>Reconciliation 3: The Sacrament of Reconciliation (Summary not recommended)</p>  <p>Snookles J Flack</p>  <p>Simple Songs Your Children Sing J Cosgrove</p>  <p>The Second Rite of Reconciliation (a proforma for planning) Appendix (vi)</p>	<p>'Sorry'</p>  <p>'Sometimes I've Been Good'</p> 



Key Understandings	Learning Points
<p>C2 Christians recall the meaning of sin <i>(continued ...)</i></p>	<p>C2.1 Recalls the meaning of sin. <i>(continued ...)</i></p>
<p>Teacher Note The students learned the meaning of sin in Confirmation Year Three (A1). The following material is recall.</p>	










Suggested Strategies	Support Material	Class Prayer
<p>Teacher Note Before completing the strategies below it is suggested that the teacher recalls the following with the students:</p> <ol style="list-style-type: none"> 1. A sin is any <i>deliberate</i> thought, word or action against the Law of God. The word deliberate means 'on purpose'. The Law of God means the Commandments of Jesus and the Ten Commandments. 2. Three conditions are necessary for sin: <ul style="list-style-type: none"> • the thought, word or action must actually be against the Law of God (not something we may simply 'feel' to be wrong or feel guilty about) • the person must know <i>at the time</i> that the thought, word or action is against the Law of God (not have learned this later) • the thought, word or action must have been <i>on purpose, or deliberate</i> (not an accident or unintentional). <p>a) The students brainstorm ways people can do wrong. Classify the list into:</p> <ul style="list-style-type: none"> • accidental wrong doings • deliberate wrong doings. <p>Discuss with the students the three questions that help people to work out whether a thought, word or action was a sin. These are:</p> <ul style="list-style-type: none"> - Was it actually against a commandment? - Did I know at the time that it was against a commandment? - Did I do it on purpose, and not simply by accident? <p style="text-align: center;">OR</p> <p>b) As a class brainstorm situations from home or school that illustrate people following the Law of God and people doing wrong. For example:</p> <ul style="list-style-type: none"> • Doris helps someone who falls over in the playground • Fred takes something from his sister without asking. <p>In small groups the students choose a situation and role play using finger or paper plate puppets. After each role play is presented, discuss with the students the three questions that help people work out whether a thought, word or</p> <p style="text-align: right;"><i>(continued ...)</i></p>	<p style="text-align: center;">Calling the Children C Walker</p> 	<p>An Act of Repentance Gather the students around a prayer focus (candle, Bible, crucifix), and sing the song 'Children of God' (or another appropriate song). Play reflective music and invite the students to silently recall times when a thought, word or action was a sin by asking the following:</p> <ul style="list-style-type: none"> - Was it actually against a commandment? - Did I know that it was against a commandment? - Did I do it on purpose? <p>Conclude by inviting the students to pray a silent 'An Act of Repentance' [see Appendix (iv)].</p>  <p style="text-align: center;">'Children of God'</p> 



Key Understandings	Learning Points
<p>(... continued)</p> <p>C2 Christians recall the meaning of sin</p>	<p>(... continued)</p> <p>C2.1 Recalls the meaning of sin.</p>
<p>C3 Catholics examine their consciences before Reconciliation</p>	<p>C3.1 Begins to understand the basic steps of an examination of conscience.</p>
<p>C4 Continuing to wonder at conscience</p>	<p>C4.1 Reviews and expresses the main ideas of the unit.</p>



Suggested Strategies	Support Material	Class Prayer
<p>action was a sin. These are:</p> <ul style="list-style-type: none"> - Was it actually against a commandment? - Did I know at the time that it was against a commandment? - Did I do it on purpose, and not simply by accident? <p style="text-align: center;">OR</p> <p>c) In pairs, invite the students to divide a sheet of paper into four and draw two situations that illustrate people following the Law of God, and two situations that show people doing wrong. As a class, discuss the situations and the three questions that help people to work out whether a thought, word or action was a sin.</p> <p>These are:</p> <ul style="list-style-type: none"> - Was it actually against a commandment? - Did I know at the time that it was against a commandment? - Did I do it on purpose, and not simply by accident? 		<p>Developing An Examination of Conscience</p> <p>Lead students through the questions as a means of assisting students in their preparation for the celebration of Reconciliation.</p>  
<p>a) Using 'Examination of Conscience' the teacher shares the questions with the students. The students identify from the questions what an examination of conscience is, for example, an examination of conscience is questions that help people to decide if their actions have been selfish or wrong, etc.</p> 	<p>The Ten Commandments Appendix (i)</p>	<p>Reconciliation Prayer Service</p>  
<p>a) Encourage the students to continue to wonder at conscience using the wonder questions from A1.</p> <p style="text-align: center;">OR</p> <p>b) Invite the students to make a book titled 'My First Reconciliation', that explores their thoughts, feelings and experiences.</p> <p style="text-align: center;">OR</p> <p>c) The students complete 'Conscience ... Leading To Goodness' (Anonymous Self Assessment). A4</p> 		<p>Wondering Thanks & Praise</p> <p>The students brainstorm and record what they have learned about conscience, forgiveness and the Sacrament of Reconciliation. Create and pray a class prayer of thanks and praise for these.</p> 



Section Four

Activity Sheets

CALLED TO LOVE AND TO DO GOOD

Directions: Choose two people to interview. Ask them the following question and then write their answer below.

Question: What would the world be like if everyone responded to God's call to love and to do good?

PERSON 1

Name: _____

Answer: _____

PERSON 2

Name: _____

Answer: _____



The First Rite of Reconciliation

Draw a picture for each stage then number each stage in the correct order.

<p>Asking for forgiveness from Jesus by:</p> <ul style="list-style-type: none"> • confessing sins in secret • listening to the penance the priest gives (the penance usually is a prayer or a good action to show God sorrow for sins) • praying a prayer of sorrow (called the Act of Contrition): <p>Lord Jesus, Son of God, have mercy on me, a sinner</p> <p style="text-align: center;">OR</p> <p>O my God, I am very sorry that I have sinned against you, because you are so good and with the help of your grace I will not sin again.</p>	
<p>Showing Jesus the desire to be friends again by:</p> <ul style="list-style-type: none"> • greeting the priest • making the Sign of the Cross • receiving a blessing from the priest • listening to the priest if he reads some words from the Bible. 	
<p>Accepting the forgiveness of Jesus when the priest says the words of absolution.</p>	



The Second Rite of Reconciliation

Draw a picture for each stage then number each stage in the correct order.

<p>Asking for forgiveness from Jesus by:</p> <ul style="list-style-type: none"> • joining in the community examination of conscience • confessing with the community that those gathered have sinned (for example, an act of repentance such as, The Confiteor) • making individual confession of individual sins secretly to the priest • listening to the penance the priest gives. 	
<p>Showing Jesus the desire to be friends again by:</p> <ul style="list-style-type: none"> • greeting the priest together • listening to the Opening Prayer • listening to readings from the Bible. 	
<p>Accepting the forgiveness by Jesus of all sins:</p> <ul style="list-style-type: none"> • when the priest says the words of absolution • joining in the community prayer of thanks to God for forgiving sins • receiving the final blessing by the priest. 	

Complete the following:

The Confiteor

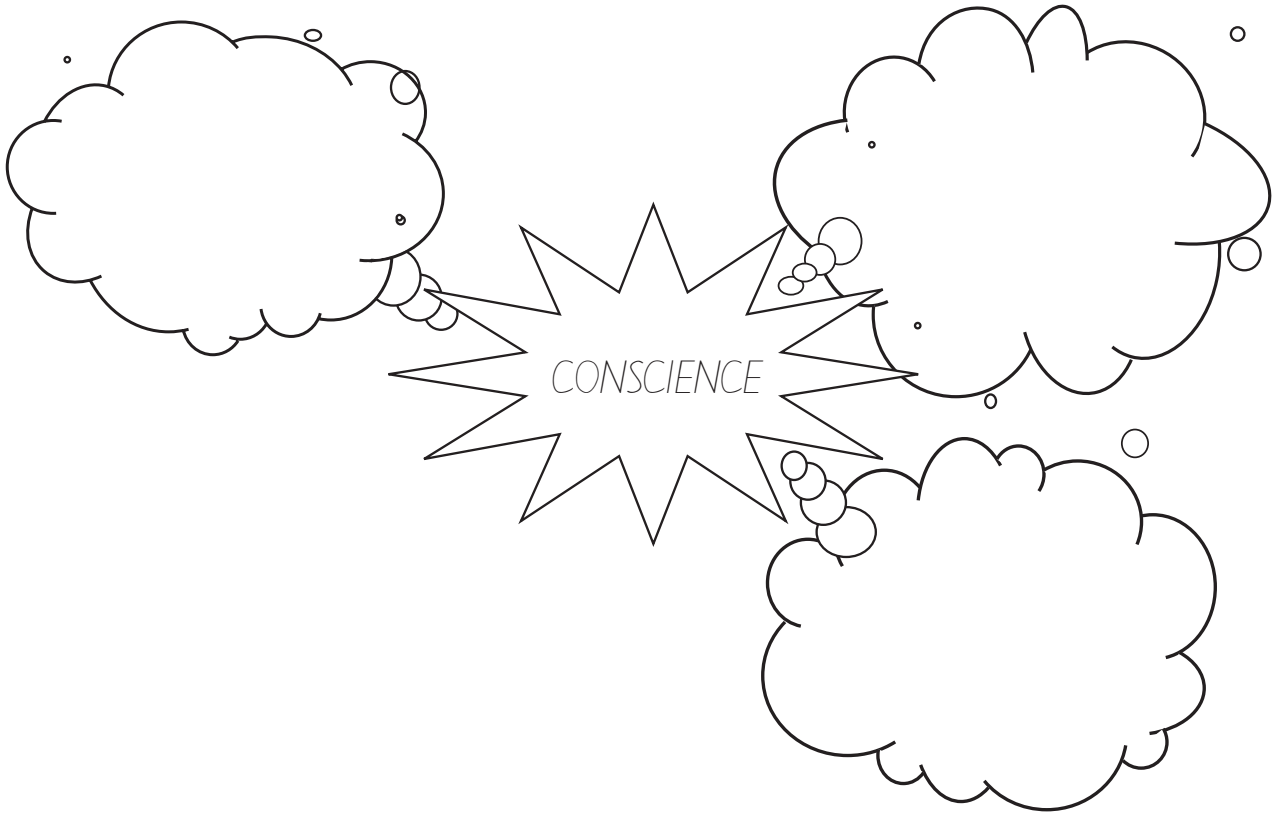
I confess to almighty _____,
 and to you, my _____ and _____,
 that I have _____ through my own _____
 in my thoughts and in my _____,
 in what I have _____,
 and in what I have _____ to do;
 and I ask blessed _____, ever virgin,
 all the _____ and saints,
 and you, my _____ and _____,
 to pray for me to the _____ our God.



CONSCIENCE... Leading to Goodness

(Anonymous Self Assessment)

Write about or draw three examples of people's conscience leading them to do good.



Complete this sentence: Sin is _____

Match the phrases to complete the sentences:
Jesus came to forgive us whenever we do wrong.
God wants helps me choose right from wrong.
My conscience to show us how to love.

What questions do you have about your conscience? _____



Section Five

Resource Sheets

JESUS IN THE DESERT

(based on Matthew 4:1-11)

Directions:

Use the scenes below to construct a comic strip, or a series of painted scenes, to present to the class. Highlight in some way, (eg. using a bright colour) the frame or scene where Jesus followed his conscience.

1. One day the Spirit led Jesus into the desert.
2. Jesus was in the desert for forty days.
3. He did not have anything to eat.
4. At the end of forty days Jesus was very hungry.
5. Then the Devil tried to get Jesus to do some things that were wrong.
6. But Jesus was very strong. He was filled with the Holy Spirit and remembered the Laws of God the Father. Jesus did not do what the Devil wanted.
7. Soon the Devil left Jesus.



Jesus had followed his conscience and remembered the laws of God the Father.



The Widow's Son Brought Back to Life

(based on Luke 7:11-17)

Directions that could be used to assist the students:

- With the others in your group, read the story below. Each person in your group chooses to be a character from the story: Jesus, the widow, the widow's son, a member of the crowd. Think of one sentence which expresses how you might feel after the son has returned to life, for example: I am Jesus. I feel glad for the widow now her son is alive.
- Practise your character part until you are an expert.
- After reading the story to the class, each character then steps forward and presents his or her 'I feel' sentence.

Focus Question

- What caused the various characters to 'feel' a certain way?
(Answer: Conscience)



Jesus and his friends went to a town called Nain. A great number of people were also with them.

Near the gate to the town a dead man was being carried out on a stretcher. The dead man's mother walked beside the stretcher. She was a widow.

When Jesus saw the woman he felt sorry for her. 'Don't cry,' he said to her and then he went up to the stretcher and said, 'Young man, I tell you: get up!'

At once the dead man sat up and began to talk to those around him. Then Jesus gave the man back to his mother. Everyone was astonished and began praising God. 'We have a great prophet among us. God has visited his people,' they exclaimed.

And news of Jesus spread all over the countryside.



Jesus Chooses to Forgive

(based on John 20:19-23)

(A Guided Meditation)

As background use reflective music (eg. **Enya, Laudate – The Music of Taize**) or **A Remembering Heart** (instrumental)

Invite the students to find a place and position which is comfortable ...

Teacher:

If you wish to, gently close your eyes ... listen to yourself breathing ... let all your muscles RELAX ...

Picture yourself in a simple room. The door is closed ... with you in the room are Jesus' disciples ... How are they dressed? ... What do they look like? ... You notice that they are frightened ... You wonder why ...

Suddenly Jesus appears ... What does he look like? ... How is he dressed? ...

Jesus speaks the words 'Peace be with you' ... you feel safe with Jesus in the room.

He opens his hands very wide ...

Then you notice Jesus looking straight at you ...

Jesus says to you, 'Do not be afraid ...

I want to give you peace ...'

How do you feel ...? What would you like to say to Jesus about the difficulties you sometimes have choosing between what is right and what is wrong ...?

Spend a few minutes speaking with Jesus ...

It's time to leave Jesus now ... when you are ready, say goodbye to Jesus ... come back to the classroom ... and when you are ready, open your eyes.

Follow-up Suggestion:

The students may wish to draw or write in their journals about some of the images or conversation experienced during the meditation.



STEPS IN THE FIRST RITE OF RECONCILIATION

STEPS	<i>Elements that need to be highlighted with students ...</i>
<p>1. Showing Jesus the desire to be friends again by:</p> <ul style="list-style-type: none"> • greeting the priest • making the Sign of the Cross • receiving a blessing from the priest • listening to the priest if he reads some words of the Bible 	<p><i>The role of the priest</i> Jesus works through the priest. It is Jesus who forgives through him. The priest's role is:</p> <ul style="list-style-type: none"> • to welcome us in a friendly way, for Jesus loves us • to listen to what we have to say • to encourage us to say 'sorry' to Jesus for our sins • to forgive us. <p>Teachers need to stress to the students that they have two options when confessing their sins. They can remain unseen by the priest (behind a screen), or talk with him 'face to face'.</p>
<p>2. Asking for forgiveness from Jesus by:</p> <ul style="list-style-type: none"> • confessing personal sins in secret • listening to the penance given by the priest (the penance usually is a prayer or a good action to show God true sorrow for sins) • praying a Prayer of Sorrow (called the Act of Contrition): <i>Lord Jesus, Son of God, have mercy on me, a sinner</i> or <i>O my God, I am very sorry that I have sinned against you, because you are so good and with the help of your grace I will not sin again.</i> 	<p><i>What sins are forgiven</i> All sins are forgiven, even those a person has forgotten about. This needs to be re-emphasised after the celebration of First Reconciliation. Given that the students in Year Three lack the maturity to commit mortal sins, they should be encouraged to think about two or three sins they may commit most frequently rather than have them worry about an exhaustive list. The students should never be discouraged from confessing whatever sins they may have committed; they should not be given the idea that a long list of sins is required.</p> <p><i>The Seal of Confession</i> A priest can never repeat what has been told him in Reconciliation under any circumstances. This means that he cannot repeat whatever is told to him by anyone, including parents, teachers or another priest. The priest cannot repeat what a person tells him in Reconciliation, even to the Pope or the Bishop. What is said is totally secret.</p> <p><i>The Penance</i> The students need to be clear about the purpose of the penance. They need to know it can be an action (such as a sign of love to parents) or a prayer. The practice of priests varies in different situations and the students need to know the options. If students ask what to do because they have forgotten the penance given to them, teachers should suggest they say the Lord's Prayer (Our Father).</p> <p><i>The Act of Contrition (Prayer of Sorrow)</i> In Year Two the students were introduced to the Parable of the Pharisee and the Tax Collector. This needs to be recalled so that the students are reminded of the words of the tax collector, the basis for one of the Acts of Contrition. Teachers need to stress to the students that they should never be afraid to celebrate the Sacrament if they have forgotten a Prayer of Sorrow. They should simply tell the priest that they have forgotten the prayer.</p>
<p>3. Accepting the forgiveness of Jesus when the priest says the words of absolution.</p>	<p><i>The Absolution: the priest forgives sins</i> The priest forgives sins by saying special words, called 'The Absolution', while giving a special blessing. The most important of these words are: I absolve you from your sins, in the name of the Father and of the Son and of the Holy Spirit. (See the Teacher Background Material, p.18, for the full words of absolution). The students need to be made aware of the full formula of absolution so that they are not taken aback if the priest uses it.</p>



STEPS IN THE SECOND RITE OF RECONCILIATION

STEPS	<i>Elements that need to be highlighted with students ...</i>
<p>Showing Jesus the desire to be friends again by:</p> <ul style="list-style-type: none"> • greeting the priest together • listening to the Opening Prayer • listening to readings from the .Bible. 	<p><i>The role of the priest</i> Jesus works through the priest. It is Jesus who forgives through him. The priest's role is:</p> <ul style="list-style-type: none"> o to welcome the person in a friendly way, for Jesus loves everyone o to listen to what the person has to say o to encourage the person to say 'sorry' to Jesus for their sins o to forgive the person. <p>Teachers need to stress to the students that people have two options when confessing sins. They can remain unseen by the priest (behind a screen), or talk with him 'face to face'.</p>
<p>Asking for forgiveness from Jesus by:</p> <ul style="list-style-type: none"> • joining in the community examination of conscience • confessing with the community that those gathered have sinned [for example, The Confiteor, see Appendix (iv)] • making individual confession of individual sins secretly to the priest • listening to the penance given by the priest • praying a Prayer of Sorrow (called the Act of Contrition): <i>Lord Jesus, Son of God, have mercy on me, a sinner</i> or <i>O my God, I am very sorry that I have sinned against you, because you are so good and with the help of your grace I will not sin again.</i> 	<p><i>What sins are forgiven</i> All sins are forgiven, even those a person has forgotten about; this needs to be re-emphasised after the celebration of First Reconciliation. Given that the students in Year Three lack the maturity to commit mortal sins, they should be encouraged to think about two or three sins they may commit most frequently rather than have them worry about an exhaustive list. The students should never be discouraged from confessing sins they may have committed, they should not be given the idea that a long list of sins is required.</p> <p><i>The Seal of Confession</i> A priest can never repeat what has been told him in Reconciliation under any circumstances. This means that he cannot repeat whatever is told him to anyone, including parents, teachers or another priest. The priest cannot repeat what a person tells him in Reconciliation, even to the Pope or the Bishop. What is said is totally secret.</p> <p><i>The Penance</i> Those celebrating the Sacrament of Penance need to be clear about the purpose of the penance. They need to know it can be an action (such as a sign of love to parents) or a prayer. The practice of priests varies in different situations and the students need to know the options. If students ask what to do because they have forgotten the penance given to them, teachers should suggest they say the Lord's Prayer (Our Father).</p>
<p>Accepting the forgiveness by Jesus of all sins:</p> <ul style="list-style-type: none"> • when the priest says the words of absolution • joining in the community prayer of thanks to God for forgiving our sins • receiving the final blessing by the priest. 	<p><i>The Absolution: the priest forgives our sins</i> The priest forgives sins by saying special words, called the 'Absolution', while giving a special blessing. The most important of these words are:</p> <p>I absolve you from your sins, in the name of the Father and of the Son and of the Holy Spirit. (See the Teacher Background Material, p.18, for the full words of absolution).</p> <p>The students need to be made aware of the full formula of absolution so that they are not taken aback if the priest uses it.</p>



Developing An Examination of Conscience ...

Teacher Note

For New Evangelisation, an examination of conscience needs to focus upon the person God's grace makes followers of Christ capable of becoming [see *Catechism* 1454]. It needs to reflect the New Law of Christ [*Catechism* 1965-1974]. The numbers in brackets below denote to which of the Ten Commandments the question is related.

Jesus wants to help me become a loving and good person. When have I not let Jesus do this by acting in ways that are selfish or wrong?

**You must love the Lord your God with all your heart,
with all your soul, with all your strength and with all your mind ...
[Luke 10:27]**

- (1) Have there been days when I have not prayed?
- (3) Instead of letting God draw me closer, have there been times when I have not cooperated during Mass?

**You must love your neighbour as you love yourself.
[Matthew 22:39]**

- (4) Instead of letting God help me to love my parents, other family members and teachers, have I disobeyed or not shown respect for my parents or for those who help them care for me? Have I hurt, fought or not cooperated with family members?
- (5) Instead of letting God help me care for my health or the health of others, have I not cared properly for my health? Have I punched or fought others when feeling angry?
- (5) Instead of letting God help me to be friendly and kind to everyone, have I fought others? Have I called others names? Have I not let them join in games? Have I made fun of someone who is new to the school, or who looks different in some way?
- (7) Instead of letting God help me to care for creation, have I deliberately destroyed plants, trees, animals and other creatures?
- (8) Instead of letting God help me to be truthful, have I lied or made up stories about others?

Teacher Note

The above Examination of Conscience occurs in preparation for the celebration of the Sacrament of Penance. A daily reflection on words, thoughts and actions of the day could include the following:

God's Laws teach how to love God and others.

- When, during the day, have you shown love for God and others?

Say a short prayer of thanks to God for the love you have shown and the good you have done.

- When, during the day, have you found it difficult to show love and do good?

Ask for God's help to keep on trying.

- In what ways during the day have you failed to show love and do good?

Pray a prayer of sorrow, asking for God's forgiveness.



RECONCILIATION PRAYER SERVICE

Focus: Bible, candle and a dead branch from a tree.

Welcome

Song: 'We Come to Ask Your Forgiveness' from **Hi God 3** by C Landry or another appropriate song from the unit.

Penitential Rite

Lead the students in an examination of conscience (Resource Sheet 5).

Scripture Reading

The Pharisee and the Tax Collector – Luke 18:9-14.

Response to the Reading (Scripture Reflection)

Silence/prayer/song/liturgical movement from the unit of work.

Prayer of Sorrow

In small groups, the students process to the dead tree branch and each hang a cross made from cardboard with the words 'Lord Jesus, Son of God, have mercy on me, a sinner', or 'The Confiteor' [Appendix (iv)] or 'O my God, I am very sorry that I have sinned against you, because you are so good, and with the help of your grace I will not sin again.'

Final Song: 'Sorry' from **Snookles** by J Flack or another appropriate song.



Section Six

Appendices

Support Material

Children's Literature

Songs and Music

Teacher Resources

Videos

Acknowledgements



The Ten Commandments

FIRST GREAT
COMMANDMENT

- 1.** I am the Lord, your God: You shall not have strange gods before me.
* Praying to God everyday
- 2.** You shall not take the name of the Lord your God in vain.
- 3.** Remember to keep holy the Lord's day.

SECOND GREAT COMMANDMENT

- 4.** Honour your father and your mother.
* Obeying parents
* Obeying those in whose care our parents place us
- 5.** You shall not kill.
- 6.** You shall not commit adultery.
- 7.** You shall not steal.
* Caring for creation
* Caring for pets
* Doing your share of work
- 8.** You shall not bear false witness against your neighbour.
* Telling the truth
- 9.** You shall not covet your neighbour's wife.
- 10.** You shall not covet your neighbour's goods.

* Examples learned in Year Two of actions that keep the commandments

The Two Great Commandments of Jesus ...

You must love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind ... [Luke 10:27].

You must love your neighbour as yourself [Matthew 22:39].

Teacher Note

The shaded numbers indicate commandments for which the students have learned actions that keep or do not keep this commandment. At this stage, the students would have learnt these in the context of the Two Great Commandments rather than the Ten Commandments.



ROLE-PLAY

Role-play is used to focus on a specific situation or problem. The students take on roles that are not themselves but represent other characters. This enables the class to discuss attitudes and actions displayed without feeling personally threatened. This leads to an understanding:

- of the main points of the situation
- of their own feelings and the feelings of others
- that there can be many possible solutions to the situation.

Role-play is acting a role that represents the feelings and motives of other people.

A role-play involves:

- identifying a situation or problem from the 'Loving Actions' chart
- defining the roles so that the students know what is expected
- selecting students willing to take the roles (provide each student a name tag of the character they represent)
- setting the scene
- presenting the play
- having the students step out of role (remove name tags), ask the students how they felt as the character they represented
- discussing the role-play with the whole class.



PRAYER INTENTIONS

Prayers of Thanks

Prayers of thanks identify *specific blessings* or help given by God and say 'thank you'.

Examples include thanking God for:

- parents and families
- good things that have happened
- prayers answered
- friends, etc.

Prayers of Petition

'Asking' prayers or *prayers of petition*, place before God *our own and others' needs*. Any need can be placed before God.

Examples include asking God to help:

- those who are sick
- a family member who is worried, etc.

Prayers that ask for what others need also are especially pleasing to God because they are *prayers of love*.

Prayers of Praise

Prayers of praise *honour* and *express appreciation* for *what we discover about God*.

Examples include:

- seeing beauty in the world may lead to praising God who is beautiful
- experiencing the powers of the universe may lead to praising God who is all powerful
- discovering something good may lead to praising God who is good
- feeling forgiven for wrong-doing may lead to praising God who always forgives, etc.

Prayers of Sorrow

Prayers of sorrow *ask God's forgiveness* for any wrong that has been done.

Examples include asking God to forgive times:

- of bullying
- not listening to parents
- hurting other people's feelings, etc.



An Act of Repentance ...

(The Confiteor)

*I confess to almighty God,
and to you, my brothers and sisters,
that I have sinned through my own fault
in my thoughts and in my words,
in what I have done,
and in what I have failed to do;
and I ask blessed Mary,
ever virgin,
all the angels and saints,
and you, my brothers and sisters,
to pray for me to the Lord our God.*

Teacher Note

The Confiteor (Act of Repentance) is recited during the celebration of the Eucharist (Mass) during the Penitential Rite.



The First Rite of Reconciliation

(An explanation)

1. Greeting/Welcome

The priest welcomes the person to the Sacrament with words of welcome. This welcome is a sign of God's love and care.

Together with the priest, the Sign of the Cross is made.

2. Reading of the Word of God

A Scripture passage is read by the priest as a reminder of God's love and forgiveness and of being called to love as Jesus taught.

3. Confession of Sins

The person talks to the priest about the times they have disobeyed Commandments of Jesus or the Ten Commandments in their thoughts, words and actions.

4. The Penance

After the Confession of sins, the priest gives a 'Penance'. The penance is a sign of wanting to make a new start and a reminder to try not to sin again.

5. Prayer of Sorrow

People show God they are sorry for their sins by asking God's forgiveness. They pray a Prayer of Sorrow.

6. Absolution by the Priest

The words of absolution are the sign by which people know God has forgiven sins and friendship is restored. The priest extends his hands over the person and says the words of absolution: 'I absolve you from your sins, in the name of the Father, and of the Son, and of the Holy Spirit'.

The reply is *Amen*.

7. Proclamation of Praise and Dismissal

Having received God's forgiveness the person thanks and praises God for God's unending love. Then the priest wishes the person God's peace and reminds them to live as they have promised.



The Second Rite of Reconciliation

(A proforma for planning)

[See Appendix (ix) for a suggested celebration of the Second Rite of Reconciliation]

INTRODUCTORY RITE

Song

A psalm, antiphon or other appropriate song may be sung while the priest is entering the church.

Greeting

Opening Prayer

CELEBRATION OF THE WORD OF GOD

If only one reading is used, it must be from the Gospel. If there are several readings, a psalm, song or silence should intervene between them.

Homily

Examination of Conscience

Time may be spent for those present to examine their consciences (see Resource Sheet 5).

RITE OF RECONCILIATION

General Confession of Sins

All present kneel or bow and join in a general prayer of confession, for example, The Confiteor, [Appendix (iv)].

An appropriate song may then be sung.

The Lord's Prayer is then said.

Individual Confession and Absolution

Penitents go to the priests for individual confession. After hearing the confession, the priest gives a penance. The priest then proclaims the words of absolution.

Proclamation of Praise for God's Mercy

When individual confessions have been completed, all offer thanks by way of a psalm, song or litany in acknowledgement of God's power and mercy.

Concluding Prayer of Thanksgiving

After the song of praise or litany the priest concludes with a prayer of thanksgiving.

CONCLUDING RITE

Blessing

Dismissal

(For further information see:

- The Rite of Penance
- A Planning Guide For Celebrating Liturgy in Catholic Schools)



A Suggested Checklist for the First Reception of the Sacrament of Penance

Confirm the ceremony date with the Parish Priest and Principal.	
Advise of the celebration in the Parish Bulletin.	
Liaise with the Parish Priest and the Principal to set dates for the: <ul style="list-style-type: none"> • Enrolment Ceremony • Parent Meetings • First Reconciliation Ceremony • Parish Priest's visit. 	
Prepare the Enrolment Ceremony (this may be during a Mass or a separate ceremony). Options: <ul style="list-style-type: none"> • children's photos and names placed in the church • ask for prayer partners from the parish community. 	

Practical Details	
Sight Baptismal Certificates.	
Order certificates, medals and candles (if desired).	
Arrange for a parish/school celebration after the Reconciliation (optional).	
Print names on the certificates and give to the Parish Priest to sign.	

Liturgy	
Select from the First Rite of Reconciliation [Appendix (v)] or the Second Rite of Reconciliation [Appendix (vi)].	
Prepare the place where the ceremony is to occur.	
Select songs and music for the ceremony.	
Prepare a commentary for the ceremony.	
Liaise with the Parish Priest and compile a booklet for the celebration (optional).	
Select readers.	



Suggested Enrolment Ceremony for the First Reception of the Sacrament of Penance

Teacher Note

If the Enrolment Ceremony is taking place during a Sunday Eucharist, the readings and prayers of the day must replace those below.

WELCOME

SONG: 'We Come to Ask Forgiveness' from **Hi God** by C Landry.

OR

'Speak from Your Heart' from **Our God is Good** by M Brown.

OPENING PRAYER:

God our loving Father,
we ask your blessing on these children and their families
beginning their preparations for the Sacrament of Penance.
Fill us with your gifts of love and peace
and guide us into the way of your peace and goodness.
We ask this through Christ our Lord,
All: Amen.

READING:

St Paul's Letter to the Romans 12:9-16
Reader: This is the Word of the Lord.
All: Thanks be to God.

RESPONSORIAL PSALM:

*A candle could be given to each child. From the flame of the Paschal Candle each of the smaller candles is lit.
During this time quiet reflective music could be played.
The candles could remain alight as the Gospel is read.*

RESPONSORIAL PSALM:

[Psalm 119:1-2, 4-5, 17-18, 33-34 – adapted]

Response: Happy are they who follow the law of the Lord.

Lord you bless everyone who obeys your law and who follow your commands with all their hearts.

R:

You have told us to obey your teachings always.

R:

Treat us with kindness, Lord, so that we may live and do what you say.
Open our minds and let us discover the wonders of your law.

R:

Point out your rules to us, and we won't disobey even one of them.

Help us to understand your law;

We promise to obey it with all our hearts.

R:



GOSPEL ACCLAMATION

GOSPEL: Luke [15:4-7] 'The Lost Sheep'

Celebrant: This is the Gospel of the Lord.

All: **Praise to you Lord, Jesus Christ.**

HOMILY

RENEWAL OF BAPTISMAL PROMISES (FOR ALL)

Celebrant: Do you reject Satan and all his works and all his empty promises?

All: **I do.**

Celebrant: Do you believe in God the Father almighty, creator of heaven and earth?

All: **I do.**

Celebrant: Do you believe in Jesus Christ, his only Son, our Lord, who was born of the Virgin Mary, was crucified, died, and was buried, rose from the dead, and is now seated at the right hand of the Father?

All: **I do.**

Celebrant: Do you believe in the Holy Spirit, the Lord, the giver of life?

All: **I do.**

Celebrant: Do you believe in the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting?

All: **I do.**

RITE OF ENROLMENT

Parents and children are invited to pray the following prayer of commitment.

PRAYER OF COMMITMENT

Celebrant: I ask parents to stand and pray the prayer of commitment.

Parents: We will help our children prepare for Reconciliation by striving to set a good example in our own faith, and support those who help prepare our children for this sacramental celebration.

Celebrant: Children preparing for Reconciliation please stand and pray the prayer of commitment.

Children: We will prepare for Reconciliation by joining in our class activities and the faith life of our school and parish as best we can. We will try to grow closer to Jesus by using the gifts and talents God has given us so as to help make our world a more peaceful place to live.

PRAYER OF THE FAITHFUL

Celebrant: Let us pray as members of God's community to God who hears all our prayers.

Child 1: We pray for the children and families preparing for Reconciliation. May they be filled with your peace and healing.
We pray to the Lord.

Response: **Lord give us your peace and healing.**

Child 2: We pray for the children preparing for Reconciliation. May they celebrate the Sacrament with joy as they grow close to God. We pray to the Lord.

R:



Child 3: We pray for all those students preparing to receive Reconciliation for the first time. May they be guided by your wisdom and love. We pray to the Lord.

R:

Child 4: We pray for our parents and families. May Jesus' example teach them about the gift of forgiveness so they too may become forgiving people. We pray to the Lord.

R:

Child 5: We pray for our school and parish community. May they be places of peace so that our world may become a place of greater peace and harmony. We pray to the Lord.

R:

Celebrant: Loving God, hear our prayers. As you showed your love for us by sending Jesus, your Son, may we too learn to show love for one another in our daily lives. We ask this through Jesus our Lord.

All: Amen.

FINAL BLESSING

Loving Father, in your love send your blessing upon those preparing for Reconciliation so that they may grow closer to you.

Help us all to seek your forgiveness, and share your peace and joy with others. May almighty God bless you, the Father, and the Son, and the Holy Spirit.

All: Amen.

CONCLUDING SONG:

'Our God is Good' from **Our God is Good** by M Brown.



A Community Celebration of the Second Rite of Reconciliation

The format of this service contains the basic elements for the Second Rite of Reconciliation.

Songs, psalms and readings are suggestions only.

INTRODUCTORY RITE

Song: 'We Come to ask Forgiveness' from **Hi God 3** by C Landry.

OR

'There is a Time' from **Celebrating Our Journey** by M Brown.

OR

'From a Long Way Home' from **Celebrating Our Journey** by M Brown.

Greeting

Opening Prayer:

Lord God of forgiveness, we ask that you bless each of us as we come to celebrate the new hope you offer through the Sacrament of Penance. In your mercy and love, heal us and bring us to fullness of life in you.

We ask this through Christ our Lord.

All: Amen.

CELEBRATION OF THE WORD OF GOD

A reading from St Paul's Letter to the Colossians [3:12-15].

This is the Word of the Lord.

All: Thanks be to God.

Responsorial Psalm:

[Psalm 119:1-2, 4-5, 17-18, 33-34 – adapted]

Response: Happy are they who follow the law of the Lord.

Lord you bless everyone who obeys your law and who follow your commands with all their hearts.

Response: Happy are they who follow the law of the Lord.

You have told us to obey your teachings always.

R:

Treat us with kindness, Lord, so that we may live and do what you say.

Open our minds and let us discover the wonders of your law.

R:

Point out your rules to us, and we won't disobey even one of them.

Help us to understand your law;

We promise to obey it with all our hearts.

R:

Gospel Acclamation

Gospel: Luke [15:8-10] 'The Lost Drachma'.

Celebrant: This is the Gospel of the Lord

All: Praise to you, Lord Jesus Christ.



Homily

Examination of Conscience

After the homily, a suitable period of silence should follow allowing time for an examination of conscience. The priest (leader) may provide a simple format for this, inviting those present to reflect on:

- the good you have done
- the difficulties you experience in trying to do what is right
- the wrong you have done
 - at home
 - at school
 - with my friends, etc.

Invite those present to reflect on things they would like to say sorry to God for and ask God's forgiveness.

OR

The examination of conscience from Resource Sheet 5 could also be used.

RITE OF RECONCILIATION

Act of Repentance (The Confiteor)

Celebrant: I confess ... [see appendix (iv)]

OR

God our Father,
We ask your forgiveness for the times we have not lived as Jesus taught.
We are sorry for the times we have turned away from your love and the love of others.
Welcome us back and give us your peace and healing.
We ask this through Jesus your Son.
All: Amen.

The Lord's Prayer

Individual Confession and Absolution:

Litany of Thanksgiving

Leader: Give thanks to God who is good.

Response: God's love is faithful.

Leader: Give thanks to the God of gods.

R:

Leader: God alone works wonders.

R:

Leader: God provides for all living creatures.

R:

Leader: Give thanks to the God of heaven.

R:

CONCLUDING RITE

Blessing and Dismissal

Celebrant: God our loving Father,
You have forgiven our sins and shown us your mercy and love.
Be with us now as we strive in our daily lives to live as Jesus taught.
May almighty God bless you, the Father, the Son, and the Holy Spirit.
All: Amen.

Song: 'Celebrate' from **Our God is Good** by M Brown.



FIRST RECONCILIATION

SUGGESTED PARENT INFORMATION LETTER

Dear _____

Many of the students in Year Three will celebrate the Sacrament of Penance for the first time this year.

Our Parent Information Session(s) for this Sacrament will be:

DATE: _____ TIME: _____ VENUE: _____

At this meeting the following information will be given:

1. Details regarding how our parish/school will celebrate First Reconciliation

DATE: _____ TIME: _____ VENUE: _____

2. A brief overview of the development of the sacrament.
3. An outline of the content that will be presented to the children during their preparation.
4. Suggestions for parents to help in their children's preparation.

I/we look forward to supporting you during this special time, as together we walk with _____ (child's name) on their journey of faith.

Please return the slip below to inform us of your attendance.

Yours sincerely,

I/we will be attending/not attending the Parent Session(s) for _____ (child's name) preparation for First Reconciliation.

_____ (Parent/guardian signature)



First Reconciliation

(Suggested Parent Session Outline)

WELCOME AND INTRODUCTION

PRAYER

OUTLINE OF MEETING

A brief outline of Reconciliation and the first two rites, highlighting such points as:

- Reconciliation – restoring relationship/friendship with God
- Reconciliation – a celebratory service where priest and penitent dialogue to assist the growth of the penitent's relationship with God.

Outline the topics/areas the class will be covering during their preparation.

VIDEO PRESENTATION

The following videos, available from the Catholic Library, may be suitable:

Reconciliation: Celebrating Forgiveness

The Sacrament of Reconciliation: Past and Present

The Forgiveness of the Lord. 3 Parent

Following the video, questions similar to the following could be asked:

- What changes have I noticed in the Sacrament (for example, terms and procedures)?
- What opportunities does this Sacrament present for people (for example, my child)?

OUTLINE OF THE FIRST TWO RITES OF RECONCILIATION

First Rite – Individual Reconciliation – priest and one penitent [Appendix (v)].

Second Rite – Communal celebration – with individual confession and absolution [Appendix (vi)].

SUGGESTIONS FOR PARENTS TO HELP IN THEIR CHILDREN'S PREPARATION

My Child's First Reconciliation - as a parent, how can I help? [Appendix (xii)].



My Child's First Reconciliation

As A Parent How Can I Help?

Pope John Paul II reaffirmed the statement from the Second Vatican Council's 'Declaration on Christian Education' (Gravissimum Educationis) that parents be acknowledged as the first and foremost educators of their children.

One way a child learns is through modelling. Our children often model themselves on the example we and others set. Let us try to be aware of this in the ordinary events of home life – how we resolve family differences, in what ways do our children experience forgiveness?

Let us be interested in what our children are learning. Let us ask questions occasionally to show our interest or even share some of our own memories. Let us not be afraid about our own experiences of forgiveness, of saying sorry.

Let us strive to set aside definite times to help our children with any set tasks they may have to complete in preparation for the Sacrament of Penance, and to pray as a family.

We may care to share a story about forgiveness and understanding from the Bible during family prayer time. Here are some suggested passages:

- Jesus forgave those who killed him [Luke 23:23-34]
- the thief dying on the cross beside Jesus [Luke 23:39-43]
- compassion and generosity [Luke 6:36-38]
- the woman who was a sinner [Luke 7:36-50]
- the lost sheep [Luke 15:4-7]
- the lost son (the 'prodigal') and the dutiful son [Luke 15:11-32]
- Zacchaeus [Luke 19:1-10].

Let us strive to share in this Sacramental preparation time with our children as much as possible. For example, we could be present with our children at Eucharist (Mass) each week.

Finally, Jesus says, 'Trust in me'. Let us have confidence – God is helping us to form our children in faith and will be with us, particularly throughout this special time.



SUPPORT MATERIAL

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Teacher Resources

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Videos

A Child's First Penance

Basil and the Big Battle

Dee Dee Steps Out

Forgive and Forget

First Reconciliation

Gerbert – Doing the Right Thing: Integrity

Gerbert 6 – Forgive and Forget

Lift Off. Volume 13. From Where I Stand

Mr Iggle says Sorry (Slides)

Oak Street Chronicles 1: Beginning/Wrong Choice/Telescope/Going home

Reconciliation 1. Choices, actions, consequences, helps

Reconciliation 2. God's family, sin, Sacrament of Reconciliation

Reconciliation 3. The Sacrament of Reconciliation (Ikonographics)

The Angel's First Reconciliation

The Forgiveness of the Lord 1. Welcoming

The Forgiveness of the Lord 2. Confessing and Healing

Understanding the Sacrament of Reconciliation for Children



ACKNOWLEDGEMENTS

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