

ENHANCING THE TEACHING OF THE SACRAMENT OF CONFIRMATION



EMPOWERED BY THE SPIRIT (Yr 6) CONTENT TAKEN FROM YEAR SEVEN UNITS	CONFIRMATION RESOURCE	LEARNING ACTIVITIES
<p>A1 Wondering at experiences of the human spirit A1.1 States that the soul gives life to the body and, with God’s help, gives inner strength for goodness. A1.2 Describes situations in which the soul, with God’s help, strengthens people to be heroic for God. A1.3 Identifies ways the soul moves people to behave like God.</p> <p>A2 Wondering at the Creator of the soul A2.1 States qualities of the soul.</p> <p>A3 Attribute: God empowers human beings for good A3.1 Celebrates that God empowers human beings to do what is good.</p> <p>B1 Jesus revealed heroic spiritual strength to obey his Father B1.1 Describes ways in which Jesus showed heroic spiritual strength.</p> <p>B2 Jesus promised the special strength of the Holy Spirit to his Church B2.1 States that Jesus promised the Holy Spirit to his followers and how this was fulfilled at Pentecost. B2.2 Evaluates ways society would be different if everyone used the heroic strength of the Holy Spirit to do good.</p> <p>Gifts and Fruits of the Spirit</p>	<p>Saint Research p64-66</p> <p>Jesus promised the Holy Spirit to his Church p38</p> <p>Ways Jesus showed Heroic strength p38</p> <p>The Giving of the Spirit at Pentecost p42 Pentecost Story p43-44 The Holy Spirit in Society p 104</p> <p>Gifts of the Spirit p78-93 Fruits of the Spirit p96-100</p>	
<p>C1 Catholics celebrate the special strength of the Holy Spirit C1.1 Presents major stories of followers of Jesus being strengthened by the Holy Spirit. C1.2 Identifies ways in which other Christian heroes have been strengthened by the Spirit.</p> <p>C2 Catholics celebrate the Sacrament of Confirmation Sacraments of Initiation Symbols of Confirmation C2.1 Describes the words and actions of the Rite of Confirmation.</p> <p>C3 Jesus calls his followers to open themselves to the Spirit through the Beatitudes C3.1 Explains how the gifts of the Spirit received through Confirmation can be developed further through the Beatitudes.</p> <p>C4 Continuing to wonder at spiritual strength given by the Holy Spirit C4.1 Reviews and expresses the main ideas of the unit.</p>	<p>People who drew on the gifts of the Spirit p48-60</p> <p>Sacraments of Initiation p33-35 Symbols of Confirmation p137 Rites and Rituals p127-133</p> <p>The Beatitudes p70-75</p>	

A1 - WONDERING AT EXPERIENCES OF THE HUMAN SPIRIT

A1.1 States that the soul gives life to the body and, with God's help, gives inner strength for goodness.

SUGGESTED ACTIVITIES

* Read the book "The Singing Hat" by Tohby Riddle to the students. Using scenes from the book as stimuli, ask students to discuss what the characters felt/saw and how their soul helped them to do what is loving and good. Discuss how the main character, Colin Jenkins' soul gave him the strength to do what he did in the story, despite great hardship.

RESOURCES

Riddle, Tohby. (2002). *The Singing Hat*. Penguin Australia: Australia.

A1.2 Describes situations in which the soul, with God's help, strengthens people to be heroic for God.

SEE ALSO P. 64-66 "CONFIRMATION RESOURCE"

SUGGESTED ACTIVITIES

* Students complete a webquest (Activity Sheet 1) to research information on their chosen Saint or Blessed.

OR

* Students research their chosen person and use the concept pyramid on Activity Sheet 2 to take notes.

A Concept Pyramid is a simple way of brainstorming concepts and arranging them in a sequence or negotiated hierarchical order. In this concept pyramid, concepts are placed in order of hierarchy.

OR

* Each student researches a Saint or Blessed whose name they are taking for Confirmation, and identifies examples of how the influence of the Holy Spirit can be seen in the life-events and words of that Saint or Blessed and presents their learning in one of the following forms:

- Digital storytelling - using play dough animation techniques or programs such as PowerPoint, Photostory or Moviemaker to present visual images, information and music related to the life of their chosen person
- Saint box - students decorate a box with symbols of their chosen person's life or a colour that symbolises their life. In the box they put a small booklet that includes details of the Saint or Blessed's life (maps, flags, pictures, timeline of their life and a paragraph outlining admirable qualities) and three objects that symbolise their life and attributes. These objects

can then be used to tell others about the person's life. (see *The Complete Guide to Godly Play – Volume 7*, p. 112)

- Prayer – students compose a prayer to their chosen Saint or Blessed, reflecting the special qualities of the person and how they can be used in their own life. For example -Mother Mary MacKillop, just as you had the courage to stand up for what you knew was the right thing to do, be with me when I need to do the same and strengthen me...
- Class Book - students write a short summary of their Saint or Blessed and these are compiled into a class book called 'Saints Strengthened by the Holy Spirit'.
- Song or poem – students compose a song (to a created tune or to a known tune), rap or a poem about their chosen Saint or Blessed.
- Display - create a class display using the Saint or Blessed researched. Displays could also be set up in the Library, school office and Church Foyer

IDEAS FOR PLANNED CATECHESIS ACTIVITIES

SEE P. 149 "CONFIRMATION RESOURCE"

RESOURCES

Berryman, Jerome. (2008). *The Complete Guide to Godly Play – Volume 7*. Morehouse Education Resources, Denver, Colorado.

HEROES FOR GOD WEBQUEST

INTRODUCTION: You are a detective and have found a relic of a Saint or a Blessed. You need to hunt down some information about the person to whom this relic belonged and why this person is so important to Christians.

TASK: Complete a two page report on the Saint or Blessed whose relic you have found. This report must include a cover page, a map of the areas important in the Saint's life, a timeline of their life, a paragraph on the qualities that the Saint demonstrated that you admire, what the relic is that you found and a bibliography.

PROCESS:

1. Choose a Saint or Blessed that you will research.
2. Using online resources (given to you by your teacher), in addition to books and other resources, research the life of your chosen person.
3. Compile the information in note form using Activity Sheet 2.
4. Use this information to make a relic for your chosen Saint or Blessed
5. Use your research to prepare an oral presentation for the class. During your presentation make sure you include:
 - the relic you found(make it from recycled materials) and why it is important
 - a picture of the person
 - a map of where the person lived and worked
 - an outline of their life – including date of birth and death; and important events
 - the qualities that your chosen person demonstrated and how they could be important in your life.

RESOURCES: See your teacher for a list of websites and other resources.

EVALUATION: Oral Presentation

	Beginning	Developing	Achieving	Excellent	Score
Relic	Displays relic with no explanation.	Displays relic with a brief explanation.	Displays the relic with an explanation linked to the story of the person's life.	Displays the relic with an explanation linked to the story of the person's life and states where it would have been found.	
Map	Includes a simple map with no labelling.	Includes a map with simple labelling of place names.	Uses a well-labelled map to talk about the person's life.	Uses a well-labelled map to talk about the person's life and outlines journeys taken in their lifetime.	
Life	Provides little information about the person's life.	Provides 1 or 2 pieces of information about the person's life.	Provides 3 or 4 pieces of information about the person's life.	Provides more than 4 pieces of information about the person's life.	
Qualities	Gives 1 quality with no evidence of where it may be demonstrated in their life.	Gives 1 quality with some evidence of a situation where it may be demonstrated in their life.	Gives many qualities with little evidence of a situation where they may be demonstrated in their life.	Gives many qualities with evidence of situations where they may be demonstrated in their life.	

ACTIVITY SHEET 2 (1.2)

HEROES FOR GOD CONCEPT PYRAMID

Name of Saint or Blessed, including other names

Feast day, patronage, relic and where found

Life Facts (date of birth, death, places)

Symbols associated with this person (include reason)

Words spoken or written by this person

Outline of life

Values this person lived throughout their life

A2 WONDERING AT THE CREATOR OF THE SOUL

A2.1 States qualities of the soul.

A3 ATTRIBUTE: GOD EMPOWERS HUMAN BEINGS FOR GOOD

A3.1 Celebrates that God empowers human beings to do what is good.

B1 – JESUS REVEALED HEROIC SPIRITUAL STRENGTH TO OBEY HIS FATHER.

B1.1 Describes ways in which Jesus showed heroic spiritual strength.

SEE ALSO P. 38 “CONFIRMATION RESOURCE”

SUGGESTED ACTIVITIES

With each of the following strategies, emphasise that Jesus, filled by the Spirit revealed heroic spiritual strength as he fulfilled his mission from God the Father.

* Using one of the Scripture stories from the Teacher Background Material, the students create a comic strip that depicts Jesus drawing upon inner spiritual strength to obey his Father. You could use an electronic comic program such as www.comiclife.com to create digital comics.

B2 – JESUS PROMISED THE SPECIAL STRENGTH OF THE HOLY SPIRIT TO HIS CHURCH.

B2.1 States that Jesus promised the Holy Spirit to his followers and how this was fulfilled at Pentecost.

SEE ALSO P. 42-44 “CONFIRMATION RESOURCE”

SUGGESTED ACTIVITIES

* Using the script from “The Complete Guide to Godly Play: Volume 4”, tell the story of Pentecost.

OR

* Find three of four depictions of Pentecost from different artists and eras (see www.textweek.com/art/pentecost.htm or Google images). As a class, discuss the following focus questions:

- ❖ What aspects of the experience does each capture?

- ❖ What symbols are used in the art work?
- ❖ Which do you find reflects the moment most effectively and why?

See Activity Sheet 1.

As a follow up to this analysis, invite students to create their own artwork to depict Pentecost.

OR

* Using Activity Sheet 2, students compare and contrast John's account of Jesus breathing his Spirit into the disciples (John 20: 19-23) with Luke's account of the events on the fest of Pentecost (Acts 2: 1-13).

RESOURCES

Berryman, Jerome. (2003). *The Complete Guide to Godly Play – Volume 4*. Morehouse Education Resources, Denver, Colorado.

ACTIVITY SHEET 1 (2.1)

The Pentecost Story Through Art

Name:

Use a Bible to read the Pentecost Story. Luke 24: 48-49 and Acts 2: 1-13

Using the Internet find and insert three different paintings of the Pentecost story.

Describe each painting below it.

Description:		

Answer the following questions

Which art piece best depicts the essence of the Pentecost and why?

What do the art pieces have in common and how are they different?

Worksheet developed by Adrian Torrese.

ACTIVITY SHEET 2 (2.1)

COMPARE AND CONTRAST

JOHN 20: 19-23

ACTS 2: 1-13

HOW ARE THE TWO STORIES ALIKE?

HOW ARE
THE TWO
STORIES
DIFFERENT?

B2.2 Evaluates ways society would be different if everyone used the heroic strength of the Holy Spirit to do good.

SEE ALSO P. 104 "CONFIRMATION RESOURCE"

GIFTS OF THE HOLY SPIRIT

The Learning Points below are inclusive in the suggested activities and ideas for planned catechesis.

Identifies the gifts of the Holy Spirit.

Names ways in which Jesus demonstrated each of the gifts of the Holy Spirit.

Applies understandings about the gifts of the Holy Spirit to the lived experience of Christians.

SEE ALSO P. 78-93 “CONFIRMATION RESOURCE”

SUGGESTED ACTIVITIES

Use questions like the following to discuss the Spirit's Gifts:

- Who is someone you admire that exhibits one or more of the Gifts of the Holy Spirit? Explain.
- Which of the Gifts is most important to you? Why?
- Which Gift do you feel might be the hardest to live out?

* Spread a number of Photo Language images around the room so that students can walk around and in between the images. Encourage students, in silence, to spend time looking at the pictures on the floor.

Pose the question “Which image/s speak to you of some Gifts/Fruits of the Holy Spirit?” Invite students to choose one or two images – and spend 2-3 minutes in silence reflecting on the image/s they have chosen. Invite students to share their image/s and thoughts with the group. E.g. I chose this picture because it reminds me of the gift of Reverence ... of treating others with gentleness and kindness

What does that picture say about the Holy Spirit?

OR

* After learning the gifts of the Holy Spirit, students form groups of three and sit facing each other for a Rip and Review. Each group is given one of the gifts of the Spirit to discuss. Students are given a copy of Activity Sheet 1 and write their group's gift in the space for the title.

Students consider the three questions and write their responses in the appropriate space, without speaking to one another. On completion, students rip the sheet into three rectangles, along the dotted lines and place these in piles with all the same question in the same pile.

Each student takes one pile of responses and summarises the findings for the question. Students then give their summaries to the rest of the group.

The Rip and Review strategy assists students to recall existing knowledge and organise ideas, in addition to considering others' views and ideas.

OR

* Students, in seven small groups, are given one of the gifts of the Spirit to work on for this activity. Each student writes a short prayer asking God to help them develop the gift. Each group is given a box to wrap in a colour symbolic of their gift. Students



then choose from pictures or find pictures in magazines that represent their gift. Students share their thoughts about why their picture represents their groups' gift and then glue it onto the box.

IDEAS FOR PLANNED CATECHESIS ACTIVITIES

Gifts of the Spirit Litany – see p. 152 “Confirmation Resource”

The Gifts of the Spirit reflection – see p. 143-144 “Confirmation Resource”

Gifts of the Holy Spirit Journaling – see p. 159-160 “Confirmation Resource”.

Our Gifts are Needed Prayer – see p. 161 “Confirmation Resource”

Litany of the Gifts– see p. 72 “Gifted by the Spirit” or Resource Sheet 1 in this resource.

ACTIVITY SHEET 1 (Gifts of the Spirit)

GIFTS OF THE SPIRIT

RIP AND REVIEW

GIFT: _____

A SENTENCE WITH 12 WORDS OR LESS TO DESCRIBE THE GIFT

A SYMBOL FOR THE GIFT – EXPLAIN YOUR CHOICE

AN EVERYDAY SITUATION WHERE YOU WOULD USE THIS GIFT

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RESOURCE SHEET 1 (Gifts of the Spirit)

Litany of the Gifts

Let us pray to the Holy Spirit,
that we may be filled
with the Seven Gifts of the Spirit
All: Come, Spirit of the Lord!

Spirit of Wisdom

Spirit of Understanding

All: Come, Spirit of the Lord!

Spirit of Knowledge

Spirit of Courage

All: Come, Spirit of the Lord!

Spirit of Reverence

Spirit of Right Judgement

All: Come, Spirit of the Lord!

Spirit of Wonder

Spirit of Awe

All: Come, Spirit of the Lord!

Holy Spirit of God, pour into our hearts

the fullness of your love

so that we may love you and others.

We ask this through Jesus our Lord.

All: Amen.

FRUITS OF THE HOLY SPIRIT

The Learning Points below are inclusive in the suggested activities and ideas for planned catechesis.

Identifies the fruits of the Holy Spirit as first shown by Jesus.

Lists examples of how the fruits of the Holy Spirit relate to daily living.

SEE ALSO P. 96-100 "CONFIRMATION RESOURCE"

SUGGESTED ACTIVITIES



As an extension activity, students may wish to explore how the Saint or Blessed they have researched in A1 displayed the fruits of the Holy Spirit.

* Using the information on the Nine Fruits of the Holy Spirit, students create a multimedia presentation (PowerPoint, Photostory etc.) on one of the fruits. They collate a series of images that show the fruits as those first shown by Jesus and how the fruits relate to daily living.

OR

* Students create a crossword puzzle, board game or multimedia game (Who Wants to be a Millionaire etc), writing a clue for each of the Fruits (& Gifts) of the Spirit using information from the Resource Sheets.

OR

* Each student is given a copy of Activity Sheet 1. The teacher presents information on the first fruit on the sheet and models filling in that pane on the sheet with a simple line drawing to represent the fruit. Students fill in their own pane with their own drawing as the teacher draws. Repeat the process for all the fruits. Students then pair up and review the information on all of the fruits from their sheet.

The Window Paning strategy is a Kagan Structure that enhances memory through the use of visual cues.

IDEAS FOR PLANNED CATECHESIS ACTIVITIES

Journal page – see p. 156 “Confirmation Resource”.

<p style="text-align: center;">love</p>	<p style="text-align: center;">joy</p>	<p style="text-align: center;">Peace</p>
------------------------------------------------	-----------------------------------------------	-------------------------------------------------

<p>patience</p>	<p>Kindness</p>	<p>goodness</p>
<p>gentleness</p>	<p>trustfulness</p>	<p>Self-control</p>

ACTIVITY SHEET 1 (Fruits of the Spirit)

FRUITS OF THE SPIRIT

WINDOW PANING

C1 – CATHOLICS CELEBRATE THE SPECIAL STRENGTH OF THE HOLY SPIRIT

C1.1 Presents major stories of followers of Jesus being strengthened by the Holy Spirit.

Link to the Christian heroes already studied in A1.2.

C1.2 Identifies ways in which other Christian heroes have been strengthened by the Spirit.

Link to the Christian heroes already studied in A1.2.

C2 – CATHOLICS CELEBRATE THE SACRAMENT OF CONFIRMATION

Identifies the Sacrament of Confirmation as a Sacrament of Initiation.

SEE ALSO P. 33-35 “CONFIRMATION RESOURCE”

SUGGESTED ACTIVITIES

* Students, in small groups, create a 4-beat rap outlining the three Sacraments of Initiation and the support that each gives to recipients.

C2.1 Describes the words and actions of the Rite of Confirmation.

In previous years, the essential element of the Confirmation Rite was mentioned. In this Learning Point, it is treated in detail

Identifies the symbols of the Sacrament of Confirmation and can state reasons for their significance.

SEE ALSO P. 127-133 AND P. 137 “CONFIRMATION RESOURCE”

C3 – JESUS CALLS HIS FOLLOWERS TO OPEN THEMSELVES TO THE SPIRIT THROUGH THE BEATITUDES

C3.1 Explains how the gifts of the Spirit received through Confirmation can be developed further through the Beatitudes..

SEE ALSO P. 70-75 “CONFIRMATION RESOURCE”

SUGGESTED ACTIVITIES

* Discuss with the students how every human gift needs to be developed, and that the special strength of the Spirit, received through Confirmation can be developed further through the Beatitudes (see Teacher Background Material). In pairs, the students choose Beatitude and develop a multimedia presentation (PowerPoint or Photostory) by choosing 10 pictures that demonstrate the Beatitude and putting it to music or narrating their choices.

OR

* Discuss with the students how every human gift needs to be developed, and that the special strength of the Spirit, received through Confirmation can be developed further through the Beatitudes (see Teacher Background Material in Empowered by the Spirit unit). Individually or in pairs, students research the life of a person who is living or lived the Beatitudes (Some examples may be: Oscar Romero, Mary MacKillop, Ted Kennedy, Caroline Chisholm, Irene McCormack, St Vincent DePaul, Helen Prejean and Martin Luther King) and draw a picture and write a few lines about the important things they did and place them on a coloured foam brick.

Have students also prepare a brick with a picture and a few words about someone in the local community who is doing something to care for the weak and the vulnerable around them. Less famous lives can be just as instructive and make the task of taking action seem more achievable.

This activity may be followed up by offering students some opportunities to find out about and support Church organisations which are working for change in the lives of disadvantaged people. Some suitable organisations would include Caritas Australia, Catholic Social Services Australia, Jesuit Refugee

Services, Mercy Family Services or your local diocesan Justice and Peace Commission or Social Justice Committee.

IDEAS FOR PLANNED CATECHESIS ACTIVITIES

Journaling – Student use Resource Sheet 1 to write about what they would like to do to make the world the kind of place envisaged by Jesus in the future.

OR

Prayer ritual from Suggested Activity I - The completed brick wall could be the focus for a prayer ritual using Oscar Romero's words (see Resource Sheet 2).

Journal Page



*“Don’t let anyone look down on you
because you are young,
but set an example for the believers
in speech, in life, in love, in faith and in purity.”*

1 Timothy 4:12

Jesus said, “You are the Light of the World.” What does he mean? How can you be a light in the world?

You have been gifted and called to make a difference in the world. How they would like to make a difference in the world?

“Be the change you wish to see in the world”

~ Gandhi



A FUTURE NOT OUR OWN

A prayer / poem by Archbishop Oscar Romero

It helps, now and then, to step back
and take the long view.
The kingdom is not only beyond our efforts,
it is beyond our vision.

We accomplish in our lifetime only a tiny fraction of
the magnificent enterprise that is God's work.
Nothing we do is complete,
which is another way of saying
that the kingdom always lies beyond us.

No statement says all that could be said.
No prayer fully expresses our faith.
No confession brings perfection.
No pastoral visit brings wholeness.
No programme accomplishes the church's mission.
No set of goals and objectives includes everything.

This is what we are about:
We plant seeds that one day will grow.
We water seeds already planted, knowing that they hold future promise.
We lay foundations that will need further development.
We provide yeast that produces effects beyond our capabilities.

We cannot do everything
and there is a sense of liberation in realizing that.
This enables us to do something,
and to do it very well.
It may be incomplete, but it is a beginning, a step along the way,
an opportunity for God's grace to enter and do the rest.

We may never see the end results,
but that is the difference between the master builder and the worker.
We are workers, not master builders,
ministers, not messiahs.
We are prophets of a future not our own.

C4 – CONTINUING TO WONDER AT THE SPIRITUAL STRENGTH GIVEN BY THE HOLY SPIRIT

C4.1 Reviews and expresses the main ideas of the unit.

SUGGESTED ACTIVITIES

* The students complete mind maps of their learning during this unit (you could use electronic mind mapping tools such as at <http://bubbl.us/edit.php> or <http://www.mywebspiration.com/>).

OR

* Students complete the Holy Spirit Thinkboard on Activity Sheet 1.

SUGGESTED IDEAS FOR PLANNED CATECHESIS ACTIVITIES

Liturgy of the Word – see P. 147-148 “Confirmation Resource”

Jigsaw Prayer - Students create their own Jigsaw Prayer (see p. 153 “Confirmation Resource”)

Confirmation Thinkboard

<p>Words</p>	<p>Symbols</p>
<p>Pictures</p>	<p>Real Life Connections</p>

PEDAGOGICAL
APPROACHES TO
TEACHING THE
SACRAMENT OF
CONFIRMATION



Using Literature that supports students engaged in
Sacramental preparation and celebration.

Book & Author	Age Group	Concepts/Themes	Sacraments
<i>All the places to Love</i> by Patricia MacLachlan	Early Years	Welcoming Belonging Ritual/Tradition	Baptism Confirmation
<i>Nighty Night</i> by Margaret Wild	Early Years	Identity Belonging Ritual	Baptism Confirmation
<i>Max</i> by Bob Graham	Early Years	Identity/Vocation Affirmed/Conviction	Confirmation
<i>Henry and Amy</i> by Stephen Michael King	Early Years to Middle Primary	Friendship Acceptance Commitment	Confirmation Marriage
<i>Mr Nick's Knitting</i> by Margaret Wild and Dee Huxley	Early Years	Support/Empathy Friendships Identity Friendship	Confirmation Anointing of the Sick
<i>The Singing Hat</i> by Tohby Riddle	Middle Primary	Perseverance/Commitment Identity Belief in self.	Confirmation
<i>The Arrival</i> by Sean Tan	Upper Primary	Perseverance Identity/commitment Acceptance	Baptism Confirmation Eucharist
<i>Belonging</i> by Jeannie Baker	All year levels	Community Belonging	Baptism Confirmation Eucharist
<i>Memoria</i> by Gary Crew	Middle and Upper Primary	Community Belonging Memory	Baptism Confirmation Eucharist

From "Learning Links to the Sacraments of Initiation" by Maurice Ryan & Jan Grajczonek



Ideas for Practitioners

Telling stories using Godly Play

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Context

Storytelling is an ancient tradition and as teachers of Religious Education we know that children love and remember a good story (Coleman, 2004). In ancient times children sat around the camp fire and listened to stories often told by the elders of the community. The cold and dark were pushed away as the children sat engrossed in stories that were often passed down from generation to generation. Coleman (2004) reminds us that we should get a good story and practice it well, and children will remember it now and wonder about it later. We respond to stories because often it is through stories that we are able to make sense of the world (McLarny & Rymarz, 2009). According to Graczonek (2008) story is a rich source of exploration for children as they explore the value of relationships, not only with others but with themselves and their world.

One way to bring the ancient tradition of storytelling into the classroom is to explore the principles of 'Godly Play' and in doing so explore many of the scripture stories of our heritage.

Godly Play is an imaginative approach to religious storytelling that invites children to participate in the wonder and meaning found in the religious stories of the Judeo-Christian tradition. Jerome Berryman, the originator of Godly Play, is a priest in the Episcopal Church of the United States. His approach to learning and classroom management is influenced by the educational methods of Maria Montessori and by Sofia Cavalletti's research into the religious formation of children. Berryman's research extends over more than 30 years, working with children and researching the methods in a variety of settings. A worldwide network of Godly Play practitioners has supported and informed this research process in the United States, U.K., Europe and South America and more recently in Australia. Originally developed for catechesis in the church environment, Godly Play has been used and adapted to a number of other environments, including the primary classroom. In recent years a number of dioceses in Australia have adopted the principles of Godly Play and incorporated key aspects in their primary Religious Education programs. Many dioceses have already made links from their own RE curriculum to the stories created by Berryman or in some

cases written their own stories based on the principles of Godly Play. (Long, Nicholson, Langford & Hemmings, 2009). According to Berryman (2002) stories are told from the heart not by heart thus the storyteller needs to be familiar with the stories not just read the scripts. De Souza (2005) supports this, writing that a scripture passage can only be investigated after the religious educator has engaged in careful study of the text.

In using the principles of Godly Play another important element in story telling is that the storyteller does not make eye contact with the students during the telling of the story. This absence of eye contact from the storyteller allows the children to fully immerse themselves in the words of the story and the materials representing the elements of the story and they will be further drawn to the story. It is also important for the storyteller to sit on the floor, if possible, with the children in the circle.

A Godly Play script based on the Pentecost story

The Spirit Comes: PENTECOST

(based on Acts 2:1-12, Galatians 5:22)

RESOURCES:

- LARGE PIECE OF FELT FOR UNDERLAY
- FELT FOR UNDERLAY OF THE HOUSE (ORANGE OR YELLOW)
- 12 WOODEN FIGURES FOR DISCIPLES (DRESSED IN RED)
- 12 WOODEN FIGURES FOR CROWD (DRESSED IN COLOURS OTHER THAN RED)
- CLASS BIBLE

A Godly Play story is best told with two adults working together as the storyteller and the doorman. Ideally the doorman greets the children by name at the door and welcomes them into the space. The storyteller will already be sitting on the floor waiting for the children to join them and make up the circle.

When all the children are seated in the circle ready to listen to the story carry the story materials carefully from the story shelf to the story area and place beside you. For this story the materials will be in a box.

Place class Bible in front of you with your hand on it.

This story comes from our special book, the Bible.

Place Bible beside you.

Lay out the felt material as underlay in front of you.

Before Jesus returned to his Father, he told his friends that the Holy Spirit would come to be with them.

Place disciples on the felt in a group gathered together

On the day of Pentecost Jesus' friends were gathered together in one room. There were twelve of them present for they had already chosen another disciple to take the place of Judas. They were feeling very afraid.

Wave arms around gently above the disciples

Suddenly what seemed like a strong wind shook the house

Place both hands above the heads of the disciples

Then they saw what looked like small flames above each other's heads.

Say with reverence and allow time for silence

They knew that the Holy Spirit had come.

Move figures around so that they are in different corners of the felt
It was very puzzling. They looked the same but something was different. All of them started to speak in languages that they hadn't spoken before.

Move figures around so that they are talking to one another

But what really convinced them that it was the Holy Spirit was that – THEY FELT DIFFERENT. They were not frightened any more. They were filled with the Holy Spirit.

Add a number of other figures to the outside of the felt square representing the room

A big crowd had gathered outside the house where they were together.

Place one of the figures outside with the crowd representing Peter

Peter was filled with courage. He went out and told the crowd about Jesus. They listened to him carefully and heard what he said about Jesus.

There were other ways that people could see that the Holy Spirit had come too...

When the Holy Spirit was there, they found peace and joy. They were kind, loving, good and gentle. Just like Jesus.

Place disciples one by one outside the smaller square of felt

These disciples would now begin their work of preaching the good news of Jesus to people all over the world and

would become his 12 apostles.

As you say the names of the disciples move each one so the figure is facing a different direction

There was Simon we know as Peter, his brother Andrew, James and his brother John, Phillip, Bartholomew, Thomas, Matthew, James, Thaddaeus, Simon and Matthias.

I Wonder

I wonder how the disciples felt when the wind filled the room
I wonder how the disciples felt when they saw the flames above their heads

I wonder how Peter as the leader of the group felt

I wonder how the crowd felt

I wonder where you would be in this story.

Allow the children time for wondering. Don't rush this time as it is a most important part of the Godly Play experience. If time permits the response should follow. During the response time children should have the opportunity to respond in a number of ways. This can be done through art, craft, journaling, dress up or responding through the use of concrete materials, including retelling the story they have just heard.

Materials should be well made from good quality but simple materials. The materials used in the Pentecost story are daily pegs dressed in a felt tunic attached to a wooden base. Pegs and bases can be purchased from Craft suppliers. www.craftworkz.com.au.

Notes on the Contributor

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GODLY PLAY

CREATE YOUR OWN SAINT BOX

- Research your saint – their life and their beliefs
- Create a box with symbols of the person's life or a colour that symbolises their life.
- Choose a coloured underlay depending on the season of the Church Year when the saint celebrates their feast day or their story.
- Create a small book using one piece of A4 paper:
 - On the cover, draw/glue a picture of the saint.
 - On the second page, draw/glue a map of where the saint lived and worked and perhaps a picture of the flag of that/those countries.
 - On the third page, make a time line with as much information on the saint as you can.
 - On the final page, write a paragraph on the qualities of the saint you admire.
- Make three objects to put in the box that help us remember what is special about this person.

Patron Saint Research Form

Name of saint: _____ Other names: _____

Date of birth: _____ Died: _____

Place of birth: _____ Memorial day: _____

Date of canonisation: _____ By Pope: _____

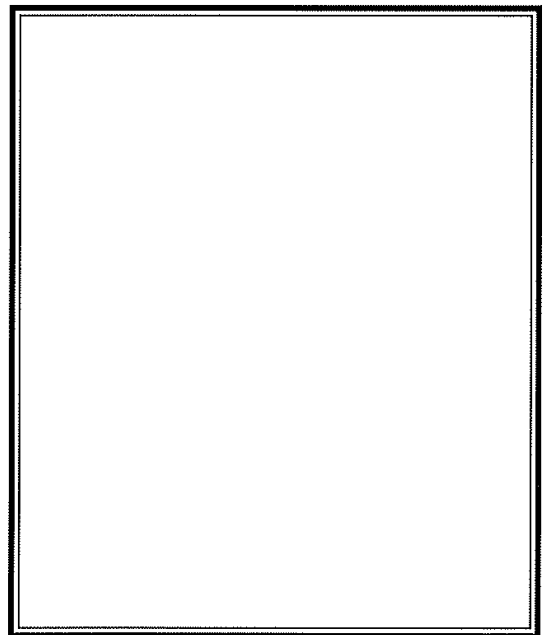
Relics: _____ Where: _____

Representative symbol/s: _____

Patron of: _____

Reasons for patronages: _____

Profile (background, upbringing, key sayings, writings, other information)



Picture:

From "Learning Links to the Sacraments of Initiation" by Maurice Ryan & Jan Grajzonek

GIFTS OF THE SPIRIT

Taken from the Archdiocese of Brisbane – Sacramental Celebrations: Origins and Practices RE module

Wisdom

Do you tend to live for the moment, or do you try to look ahead and consider the future? If you jump right in and worry about the consequences later, you probably haven't called on the gift of wisdom.

Wisdom is about looking ahead, making the best of things until good times came along. Wisdom listens to people with more experience. Sometimes it weighs all the evidence and makes a different decision, but wisdom listens first.

Understanding

All the gifts of the Spirit are connected. Wisdom and Understanding are certainly linked. Does someone you know seem to have problems? Try being a listener, not giving advice, but listening. The gift of understanding helps you to really hear what another person is saying. Sometimes that's all that is needed.

Someone using the gift of understanding has other skills as well, like the ability to keep a confidence and never gossiping about anything that is shared.

Counsel (used to be Right Judgement)

Counsel is a gift you can exercise all the time. Not a day goes by that you don't have to make dozens of decisions. Some are pretty easy, like what to have for lunch. Some aren't so simple. Should you cheat in a test? Would your friend be better off if you told his parents that he was smoking or would you be betraying him?

The gift of right judgment assists you to weigh all the alternatives and consequences, to consider all you have been taught by your parents and responsible adults and to pray for guidance. You can be confident that God will be with you in your decision if you take the time for the thoughtful consideration that leads to right judgment.

Fortitude (used to be Courage)

Acting on your judgments requires fortitude or courage. Are there any situations in school that are getting out of hand? Maybe you can exercise your gift of fortitude/courage to solve the problem.

Fortitude involves sticking up for others, even when that might make you unpopular. It means believing in positive values and then trying as best you can to live those values in daily life.

Knowledge

A person demonstrating the gift of knowledge doesn't take things at face value, but looks for the reasons and the results. Such a person might ask the Holy Spirit's help in dealing with the things that don't make sense right now.

A knowledgeable person is someone who knows that they don't know everything; that other people sometimes have more experience or wisdom. Knowledgeable people seek to understand things so that their lives and the lives of others will be richer.

Fear of the Lord (used to be Awe and Wonder)

Awe and wonder is the gift of stopping to appreciate things, to smell the flowers! Have you ever seen a sunset that just blew you away? How about the colours of the trees in autumn or the immensity of Uluru or the Great Barrier Reef? Did you ever see a new baby and wonder how it is possible that those tiny fingers really can grasp yours and those little ears can hear?

God inspires us with awe all the time. We are created in the divine image. That doesn't mean we look like God, but it means that we have a spiritual dimension and we can ask the Spirit to fill us with all the gifts that we need to live according to God's will.

Piety (used to be Reverence)

Reverence is a natural follow-on to awe and wonder. If the sunset blows us away, how can we join in destroying the ozone layer so the sun will become an instrument of terror? Why are people burning down the forests instead of watching the trees change colour? Is it necessary to throw tires and tin cans into the water rather than enjoy the Great Barrier Reef with wonder?

Reverence means respecting God and God's creation. People who neglect the gift of faith or reverence don't see God's hand at work in creation. A person with the gift of reverence sees the presence of God in all things.

Following the work in learning teams, students may then select one of the tasks below to be completed individually.

Gifted Certificate

Students create a Gifted Certificate for another student in the class that includes the student's name, a gift of the Holy Spirit that the student demonstrates and a context in which they have witnessed the student demonstrating the gift.

Spirit Active in the World/Community

Students observe events at the local, national or global level. Students nominate an event or action that depicts a specific gift of the Holy Spirit. They fill in a **5Ws + H** card and place it on a map or wall chart in the classroom.

Spirit in Art

Students select one or more of the gifts of the Holy Spirit and express the gift/s in sculpture, painting or another artistic form.



CONFIRMATION RAP

From p. 58 "Expressions Book 3: A Religion Series for Catholic Primary Schools" - Maurice Ryan

Baptism, Eucharist and Confirmation

Make the Sacraments of Initiation.

Some take a name to remember the day

While a sponsor assists us along the way.

The celebrant invokes the Spirit to be

Near to you and near to me.

Oil and blessings for all who kneel

And pray for the Spirit to be sealed.

Peace be with you is our reply

After laying on of hands to love and guide.

After three sacraments we should be

Members of the church for all to see.



ON THE LINE

Aim: To consider what confirmation means to us and how we perceive its impact on our lives.

Mark a line across the room.

Label one end of the line with the word "Agree" and the other with the word "Disagree."

Read out one of the following statements and ask the group to stand on the line according to how much they agree or disagree with the statement.

Invite two or three young people to say why they have chosen to stand where they are.

- I can make a difference to the world I live in
- You can be good without being a Christian
- If you are a Christian you must always work hard to become a better person
- Everyone's life should be perfect
- Christians should be involved in working for justice
- One person can make a difference
- Actions speak louder than words
- You are what you have

from

http://www.cafod.org.uk/resources/worship/confirmation_and_rcia_resources/cafod_and_confirmation

Rite of Confirmation

The rite of Confirmation has five steps:

1. Presentation of the candidates

After the gospel the bishop and/or priest take their seats. The catechist or priest presents the candidates for confirmation. If possible each candidate is called by name and stands in his/her place to be presented to the bishop.

2. Homily or instruction

The bishop then gives a brief homily and leads the candidates, their sponsors and parents, and the whole assembly to a deeper understanding of the mystery of confirmation.

3. Renewal of baptismal promises

After the homily the candidates stand and the bishop questions them:

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

Candidates together: I do.

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

Candidates together: I do.

Bishop: 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?

Candidates together: I do.

Bishop: Do you believe in the Holy Spirit, the Lord, the giver of life, who came upon the apostles at Pentecost and today is given to you sacramentally in confirmation?

Candidates together: I do.

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

Candidates together: I do.

Bishop: This is our faith. This is the faith of the Church. We are proud to profess it in Christ Jesus our Lord.

Whole congregation: Amen.

4. The laying on of hands

The bishop faces the people and with hands joined, sings or says:

My dear friends
in baptism God our Father gave the new birth of eternal life
to his chosen sons and daughters.
Let us pray to our Father
that he will pour out the Holy Spirit
to strengthen his sons and daughters with his gifts
and anoint them to be more like Christ the Son of God.

All pray in silence for a short time.

The bishop and priest who minister the sacrament lay hands upon all the candidates. The bishop alone sings or says:

All-powerful God, Father of our Lord Jesus Christ,
By water and the Holy Spirit
you freed your sons and daughters from sin
and gave them new life.
Send your Holy Spirit upon them
to be their Helper and Guide.
Give them the spirit of wisdom and understanding,
the spirit of right judgement and courage,
the spirit of knowledge and reverence.
Fill them with the sprit of wonder and awe in your presence.
We ask this through Christ our Lord.

All: Amen.

5. The anointing with chrism and sign of peace

The priest or deacon brings the chrism to the bishop. Each candidate goes to the bishop individually and kneels. The sponsor places his/her right hand on the candidate's shoulder and gives the candidate's name to the bishop.

The bishop dips his right thumb in the chrism and makes the sign of the cross on the forehead of the candidate as he says:

Bishop: _____ be sealed with the Holy Spirit, the Gift of the Father.

Candidate: Amen.

Bishop: Peace be with you.

Candidate: And also with you.

The candidate together with his/her sponsor returns to his/her seat.

From "Learning Links to the Sacraments of Initiation" by Maurice Ryan & Jan Grajczonek

ABLESSING RITUAL

Today we will participate in a ritual that requires us to sign each other following a similar formula to the RCIA. We pray that this ritual will awaken us to the truth of Jesus Christ in our lives and inspire us to venture into our lives abounding in hope, and embracing the challenge to be a Christian Witness for Christ and those whom Christ loves.

Signing the forehead

I mark you with the sign of the cross. It is the sign of Christians; let it remind you always of Christ and how much he loves you.

Signing of the ears

I mark your ears with the sign of the cross so that you may hear the words of Christ.

Signing of the eyes

I mark your eyes with the sign of the cross so that you may see the works of Christ.

Signing of the lips

I mark your lips with the sign of the cross so that you may speak as Christ would speak.

Signing over the heart

I mark the sign of the cross over your heart so that you may make your heart the home of Christ.

Signing of the shoulders

I mark your shoulders with the sign of the cross so that you may be strong with the strength of Christ.

Signing of the hands

I mark your hands with the sign of the cross so that you may touch others with the gentleness of Christ.

Signing of the feet

I mark your feet with the sign of the cross so that you may walk in the way of Christ.

I place you entirely under the sign of Christ's cross

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

OTHER IDEAS...

BLESSING RITUAL

Ask the parish priest for some oil and commence Morning Prayer with a simple anointing ritual. Sit the class in a circle, explain the significance of anointing and then make a sign of the cross on the first student's forehead as you say the words, "_____ (student's name), peace be with you." Then pass the oil onto that student and he/she then does the same to the person beside them. Continue around the circle.

From "Learning Links to the Sacraments of Initiation" by Maurice Ryan & Jan Grajczonek



WEBSITES FOR USE IN PREPARATION OF THE SACRAMENT OF CONFIRMATION

<http://kimberleyrec.weebly.com/sacraments1.html>

Jo's webpage with lots of Confirmation catechesis ideas and the resources from the PD.

<http://kimberleyrec.weebly.com/the-sacrament-of-confir-mation.html>

Jo's webpage with lots of Religious Education ideas and resources for Confirmation.

www.catholic-pages.com/saints

A comprehensive site with general background on the understanding the role and purpose of saints in the Catholic Church as well as feature articles on the processes of canonisation, the lives of significant saints and the Church's understanding of the contemporary significance of the saints.

From "Learning Links to the Sacraments of Initiation" by Maurice Ryan & Jan Grajczonek

<http://flameoffaith.org.au/confirmation>

An Australian site with information and resources on Confirmation.