



# Family - Whānau Book



IN SUPPORT OF THE

**RELIGIOUS  
EDUCATION  
PROGRAMME**

FOR CATHOLIC PRIMARY  
SCHOOLS IN AOTEAROA  
NEW ZEALAND



WRITTEN BY  
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## HE KARAKIA MO NGĀ MĀTUA

*E te Ātua aroha,  
nāu i hōmai noa mai  
ā mātou tamariki ki a mātou.  
Ka whakawhetai mātou ki a koe mō rātou.  
E hiahia ana mātou kia noho tahi mai koe  
hei pou mo mātou, ā,  
kia mōhio ā mātou tamariki  
ki tōu atawhai e awhi nei i a rātou  
i ngā wā katoa, i ngā wāhi katoa.  
E inoi ana ki tōu Wairua Tapu  
kia tau mai ia ki runga i a mātou,  
kia mārama mai ai koe ki a mātou,  
i a mātou e mahi tahi nei me ā mātou tamariki.  
Ārahina mātou i o mātou tūranga mātua.  
Hōmai he manawanui, he mātauranga, he ngākau hūmārie.  
Ārahina mātou i ngā tapuwae o Hehu, to mātou tuakana.  
Hei ā mātou tōnā kanohi  
i runga i te mata o te whenua.  
Paiherea mātou ki a koe i runga i te tapu.  
Whakapaingia mātou katoa i aianeī, ā, ake, ake.*

*Āmene*

## PARENTS' PRAYER

*Gracious God,  
Our families are your gift to us.  
For them we give you thanks.  
We want you to be at the centre of our lives together.  
We want our children to know that your loving presence  
surrounds them every day, wherever they are.  
We ask your Holy Spirit to be with us as we come to know  
you better through working with our children.  
Guide us in our role as parents.  
Give us patience, understanding and gentleness.  
Teach us to walk in the footsteps of Jesus our brother.  
Let us be his human face on earth.  
Draw us in holiness to yourself,  
Bless us all now and forever.*

*Amen.*

# Family-Whānau Book

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# FOREWORD

I welcome this new edition of this Family-*Whānau* book. It is an important resource for families as they support their children who are using the Religious Education Programme in Primary Schools.

In this book, parents-*whānau* and other caregivers will find much useful information about the school programme and how the role of the school complements their own role, and the role of the parish.

In addition to background information on the school programme, there are many practical suggestions for family prayer – *karakia*, and ideas to help develop the *faith* and spirituality of families.

The Church has long taught that ‘parents are the primary educators of their children’. The General Directory for Catechesis urges the Christian community to help parents assume their responsibility of educating their children in *faith*. I am confident that this book is a significant step in that direction.

I commend this Family-*Whānau* book to parents and pray that it will assist them as they accept the privilege and duty of helping their children grow in the knowledge and love of God.

+ Colin D. Campbell

+ Colin D. Campbell



# INTRODUCTION

## WHO IS THIS BOOK FOR?

This book is for parents and caregivers of children using the Religious Education Programme designed for Catholic Primary Schools in Aotearoa New Zealand. All members of the family-*whānau* – parents, grandparents, older brothers and sisters, relatives, and parishioners may contribute significantly to a child's religious upbringing and education.

## WHY WAS THIS BOOK WRITTEN?

The Family-*Whānau* book was written to provide information that will help parents and caregivers to make best use of the Religious Education programme as the school works with them in furthering the Education in *Faith* of their children.

## PARENT INVOLVEMENT

As the Religious Education Programme was being developed, parents have been involved in a number of ways:

- \* providing feedback during piloting of the lesson material
- \* attending meetings about the programme
- \* working with their children on the Home Activities.

In response to requests in the feedback a Family-*Whānau* Programme has been developed. It is designed to help parents update their *Faith* understanding, so that they are better able to assist their children.

## PARENT INVOLVEMENT IS ESSENTIAL IF FAITH IS TO BE PASSED ON FRUITFULLY TO CHILDREN

## THE MATERIALS FOR THE RELIGIOUS EDUCATION PROGRAMME

The following materials have been prepared as part of the Religious Education Programme for Primary Schools:

**The Curriculum Statement** – sets out the Philosophy, Principles, Aims, Structure and Content of the Religious Education Curriculum.

**The Teacher's Material** – was previously provided in books and is now in digital format.

**The Digital Resource** – includes the lesson content for teachers, the children's activities and a set of slides related to the material in each lesson. Some of the slides are interactive and can be used with the whole class, groups or individuals.

**The Children's Activities** – are designed to consolidate children's learning and were previously in books but are now in digital format. In some schools they are part of children's personal RE Learning Journals and may be supplemented by other material. These activities can be part of children's homework and they provide the link between home and school to keep parents informed about their children's RE learning and faith formation. It is expected that parents will use the activities to generate conversations with their children about what they are learning in RE so they are able to provide them with encouraging written and verbal feedback.

**The Music and Prayer Resource** – a resource for each year of the programme which includes a CD and word charts for the songs and prayers used each year.

**The Family-Whānau Book** – this book you are now reading aims to provide a brief, clear overview of the Religious Education programme to assist parents and caregivers in their role as 'first educators in *faith*'. Further information about the content of the RE programme will be provided by schools as each new RE Strand and Module is started. This will assist parents to refer to the pages appropriate to the strand or module the children are working on.

**The Scripture Picture and Sacrament Photograph Resource** – These resources have 16 large images in each and are designed to be used as part of the lessons throughout the programme. This resource is now also available in digital format.

**The Family-Whānau Programme** – This is a programme to assist parents and caregivers in their role in the Religious Education of their children.

# THE LEARNING STRANDS AND THE LEARNING MODULES IN THE RELIGIOUS EDUCATION PROGRAMME

What is to be taught in the Religious Education Programme is divided across 6 Learning Strands and 4 Learning Modules.

## What is a Learning Strand?

A Learning Strand is a major area of important knowledge which has been divided into 8 different focuses – one for each of the 8 years of primary schooling. All of the Learning Strands are connected and they are designed to increase systematically the children's knowledge and skills in Religious Education and help them to develop Christian attitudes.

## What is a Learning Module?

A Learning Module is also an important area of essential knowledge which will be taught in every class in every year. The timing of the teaching of a Learning Module differs from that of the Learning Strands but the expected learning outcomes are similar.

## The Learning Strands are:

God – “the Father Almighty” Te Atua – Io Matua Kore  
Jesus Christ – “his only Son, our Lord” – Hehu Karaiti  
The Holy Spirit – “the Lord, the giver of Life” – Te Wairua Tapu  
Church – Community of Disciples – Te Whānau a Te Karaiti  
Sacrament – Hakarameta  
Communion of Saints – Te Kotahitanga o Te Hunga Tapu

## The Learning Modules are:

The *Liturgical Year* – Te Tau Me Ona Ritenga Tapu  
Prayer – Te Karakia  
Sacramental Celebrations – Nga Ritenga Hakarameta  
Myself and Others – Ko Au, Ko Ratou



# GENERAL INFORMATION FOR PARENTS TO READ BEFORE USING THIS BOOK

**The Home School Link** – It is important that parents and *whānau* are part of the Religious Education and Faith Formation of their children. Schools provide a variety of ways to keep parents in touch with children's learning and how parents can be part of this. You can talk to your children's teacher about how this happens. It may be through school or class newsletters or through homework tasks. Parents' feedback to children on their learning is very important especially while children are learning about their faith. Please take any opportunities to affirm children's work eg write in the Comment Box, as this shows your children you are interested and want to support them as they grow in faith. Children really appreciate their parents' support.

## **Bible Versions**

Throughout the Religious Education programme the New Revised Standard Version of the Bible (NRSV) is used for children from Year 3 onwards. It is sometimes more appropriate to use a Children's Bible Stories book in place of the Bible although as children get older it is important that they become familiar with the structure of the Bible and are able to locate passages for study and reflection.

## **Using Digital Bible Resources**

The best way to help children to learn the stories from the Bible is to read to them from a children's Bible. The Harper Collins "The Catholic Faith and Family Bible" is a very suitable version for reading to children with appropriate background information for families to share. Now Bible stories are available in digital format such as you tube and DVDs these can help children become familiar with the stories and characters in them. While children enjoy the stories in cartoon format it is wise to provide a balance between these and other more realistic examples which help children to develop a more authentic historical concept of the time and place, the people and events as they begin their life-long learning about the Bible.

## **Glossary**

Throughout this book the words in English and Māori that are italicised are included in the Glossary on pages 46–51. The English and Māori Glossary provides explanations of words which parents may need to talk about with their children. The English phonetic equivalents printed under each Māori word are intended to provide assistance with the correct pronunciation.

## **The Learning Modules**

The Learning Modules are an essential part of the programme that are used at appropriate times throughout the year.

## **Families of Other Christian Traditions and Other Faiths**

Catholic school communities include children, parents, *whānau* and teachers of other Christian traditions and other *faiths*. Throughout the Religious Education programme in the classroom there are opportunities for these teachers and children to share the ways they do things and to talk about how they celebrate and pray. Their contribution in this way is seen as an enrichment of what is being taught and gives children a broader view of how people of different *faith* backgrounds live. It is hoped that parents and *whānau* of other Christian traditions and other *faiths* will find opportunities when using this book to talk about what they do and relate it to what the children are learning at school.

## **Families From Various Cultural Backgrounds**

Many Catholic schools have children from a variety of cultural backgrounds. Parents and *whānau* of these children are encouraged to use opportunities when talking in their own language with their children at home to include examples and explanations of the *rituals*, cultural *symbols* and celebrations that relate to what their children are working on. Parents need to encourage their children to share these with their class as they enrich the programme and increase children's and teachers' awareness of various cultures.

## **Focuses**

On the Suggestions for Parents pages you will see there is a different focus for each year in each Learning Strand. In the shaded box under the Lesson Material details there is a brief explanation of the focus for parents to read before they work with their children.

# EXPLANATION OF THE TERMS USED IN EDUCATION-IN-FAITH

*Faith* and Religion has its own language and special terms. It is important for people to be clear about the meaning of the most common terms.

## Education-in-Faith

This is the 'Umbrella' term which covers the other three terms explained below. It means anything that happens in the home, the parish or the school that contributes towards a person's growth in *faith*.

## Evangelisation

This term means the spreading or sharing of the Good News – the Gospel of Jesus Christ – particularly with someone who has not yet heard the Good News. So if parents are telling their child about who Jesus is then you could say that they are involved in evangelisation. They are evangelisers.

## Catechesis

This term means helping someone who has *faith*, ie someone who has heard the Good News, to grow in or deepen their *faith*. So a parent or teacher helping a child to understand more about the *Eucharist* in preparation for First Communion is engaged in Catechesis. They are catechists.

## Religious Education

This is teaching knowledge and understanding about matters of *faith* and religion. This is mainly what teachers are doing in the classroom when they are teaching the Religious Education programme.

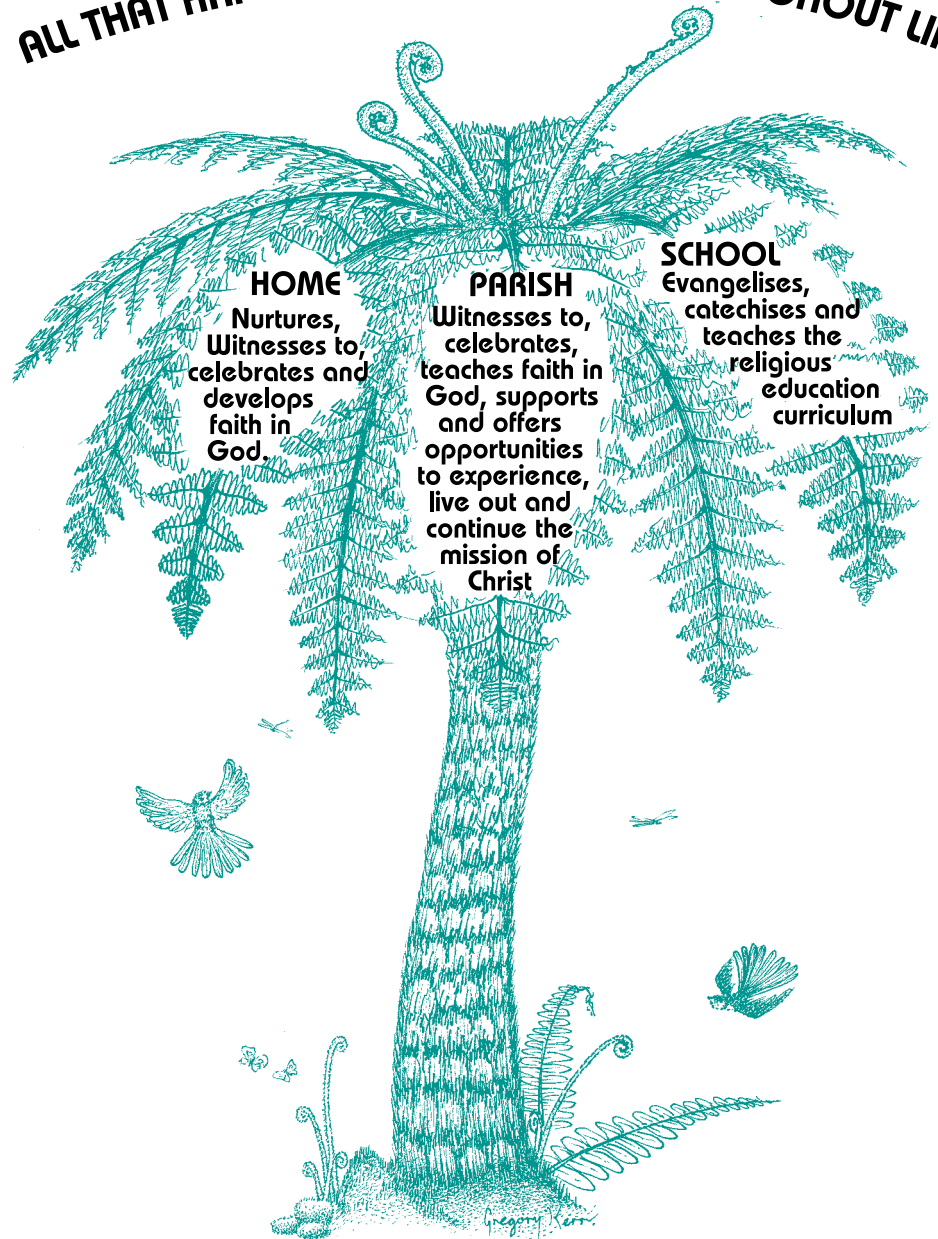
## The programme teaches:

- \* what the Catholic Church believes and teaches
- \* understanding about how the Catholic Church celebrates, lives and prays
- \* how people can respond freely to God according to their gift of *faith*.

It is not always easy to draw clear lines between these forms of Education-in-Faith. Generally speaking parents and parish are more likely to be involved in Evangelisation and Catechesis than in Religious Education. However much depends on individual circumstance. It is important for all involved in the Education-in-Faith of children to recognise and support the efforts of others.

## EDUCATION-IN-FAITH

ALL THAT HAPPENS IN THE CHURCH THROUGHOUT LIFE



# THE ROLE OF THE HOME, THE SCHOOL AND THE PARISH

In the life-long process of the Education-in-*Faith* of a person, many people and groups have a formative role. Each role has a part to play in the whole process.

## The Child

The child is invited to respond to his/her gift of *faith*, and is given the opportunity to learn what it is to be Catholic and be part of a Catholic community. Each child is invited to take his/her place as a Catholic in the Church and in the world, and enabled to do so through the effective formative roles of the family, school and parish.

## The Parish and The Diocese

The parish welcomes the children as they join others to participate in celebration, service, *faith* sharing, *liturgy* and social activities. Parishioners are witnesses of living *faith* for children. But the church community extends beyond the parish. It is through the Bishop that the parishes are linked to form a *diocese* and in turn the Bishop provides the links with other *dioceses* and the wider church.

## The School Community

The school community has the dual role of

- creating an environment that proclaims what it teaches by providing pastoral care and fostering mutually respectful relationships, and by providing opportunities for prayer, sacramental celebrations and *rituals*
- teaching the Religious Education programme in a way that promotes children's learning.

Thus the school has a partially catechetical and evangelising role and also an educational role. In these ways the school supports parents as they 'do all they can to ensure that their children grow to know and live by their Christian *faith* and Christian values'.

## The Family-Whānau

The family-*whānau* has an evangelising and catechetical role. Parents and caregivers are the first educators of their children. The *whānau*-family, *hapu* – sub-tribe and *iwi* – tribe play an important part in the formation and evangelisation of Māori children. The *faith* and Gospel values that are first learnt at home are reinforced at school and in the parish. The family-*whānau* needs to nurture the development of *faith* and spirituality within their children as they grow. Families from different cultural backgrounds can help their children make the essential links between their lives, their culture and their faith. They can encourage their children to share their faith experiences from their cultural perspective with their class.

## The Teacher

The teacher is an important witness to the children and has a dual role:

- to be part of the school community in promoting the beliefs, attitudes and values which are part of the Catholic Character of the school.
- to teach the Religious Education programme using varied teaching skills and styles to develop children's knowledge and understanding of the teachings and beliefs of the Catholic Church and along with this to develop appropriate skills, attitudes and values.

Ideally it is the effective combination of all of these roles that assists children toward maturity in *faith* as members of the Catholic Church.

# STAGES OF FAITH OF THE PRIMARY SCHOOL CHILD

## Faith

Catholics commonly use the word *faith* in two ways:

- \* the *faith in which* people believe, in this case the Catholic *faith* passed on by parents, *whānau*, teachers and catechists
- \* the *faith by which* people believe, which is the gift from God that is nurtured in the environment of *faith* created by parents, *whānau*, teachers, priests and parishioners.

## The Faith Journey

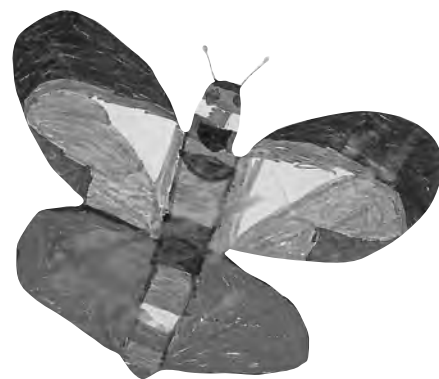
The life of *faith* is not static. Just as people grow and develop in other areas of life so too they grow in the spiritual or *faith* dimension of their lives. This growth is often compared with a journey – a journey towards God or a *faith* journey. As with any journey, people's *faith* journey may move smoothly at times while at other times progress may be slow or difficult. People can become side-tracked or stall or even go backwards.

People's journey in *faith* takes a lifetime and it is different for each person according to their life situation. However, just as it is possible to see common patterns and predictable stages in people's physical or intellectual development, stages in people's *faith* journey can also be seen. Parents and teachers may find the work of child development researchers useful in understanding their children's physical or emotional growth. In a similar way the research on patterns in growth in *faith* may be helpful to parents in assisting their children's growth in *faith*.

## The Stage of Faith of Children in the Junior School

Children in their first years of Primary schooling – about 5–6 years, are mostly in what is referred to as the Experienced stage of *faith*. This means their *faith* is likely:

- \* to be heavily influenced by the example of adults such as parents and teachers
- \* to be highly imaginative and fantasy filled
- \* to hold different or even conflicting images of God
- \* to find stories an important means of raising religious questions of love, joy, good, and the overcoming of fear and evil, etc
- \* to find *symbols* an important means of conveying religious meaning.



## The Stage of Faith of Children in the Middle School

Children in their middle years of Primary schooling – about 7–10 years, are mostly in what is referred to as an Affiliative or Belonging stage of *faith*. Some of the main features of this stage are:

- \* they value belonging to the family-*whānau* and share its *faith*
- \* the influence of parents is still very strong so parental example in relation to their *faith* journey is important
- \* stories are a very important part of their learning and they like hearing their family *faith* stories, Bible stories and Saints stories
- \* they tend to have a literal understanding of these stories.

## The Stage of Faith of Children in the Upper School

Children in their final years of Primary schooling – about 11–13 years, are mostly in the same stage of their *faith* journey as those in their middle years. However there is a tendency for the physical changes of puberty, and the personal and social behaviour associated with adolescence, to occur at an increasingly younger age. This means that some 11 and 12 year olds in the upper primary school may be expressing some of the characteristics of the *faith* journey common to many – not all adolescents. Some of the features of this stage are:

- \* a searching *faith* which adopts a more critical approach with a tendency to question what was previously accepted
- \* a tendency to be influenced more by the beliefs, attitudes and values of peers
- \* a tendency to distrust those in authority.

In teenage years young people are often in a conventional stage of their *faith* journey. This means they are greatly influenced by what others say and do in matters of *faith* and religion as in other areas of their lives. This can be the influence of parents, other family-*whānau* members and other significant adults. It may also increasingly be the influence of friends and the peer group. All of these influences may be positive or negative in terms of a young person's growth in *faith*.

# CULTURAL ASPECTS IN THE RELIGIOUS EDUCATION PROGRAMME

## Māori Spirituality

“It is as Māori that the Lord calls you, it is as Māori that you belong to the Church, the one Body of Christ”. These words of Pope John Paul II speaking to Māori during his visit to this country in 1986, point to why elements of Māori spirituality are included in this Religious Education programme.

Māori children have a right, supported by Church teaching, to have the *faith* explained to them in ways which make sense in terms of their culture. This includes the use of traditional Māori ideas, beliefs and values which are still part of the life of Māori today (for example *whānau*, *tapu* and *mana*).

## The Bi-cultural Aspect

The Church recognises the importance of the bi-cultural relationship between Māori and later immigrants to this country which flows from the *Treaty of Waitangi*. The partnership, communication and mutual respect implied in the Treaty can only exist if there is mutual understanding. Therefore all children in Catholic schools should be given the opportunity to understand key aspects of the culture and spirituality of Māori.

## The Multi-Cultural Aspect

Growing numbers of children from Pacific Islands, Asian and other cultures attend Catholic schools today. The Religious Education programme encourages teachers to include children's experiences of their culture in the Learning Experiences. This aims to help children make links between their way of life and their *faith*.

## ASSESSMENT

### Assessment and Reporting on Religious Education

Religious Education is assessed and reported on in the same ways as all other Essential Learning Areas in the school curriculum. The partnership that Parents and Teachers have which supports children's learning has a special significance in Religious Education. The knowledge that is passed on, not only increases children's understanding, but it can help to deepen their *faith* and develop their relationship with God – a prime outcome of any Religious Education programme.

### What is Assessed?

Children's knowledge and understanding of important concepts.

### What is the Main Purpose of Assessment?

To improve teaching and learning.

### How is Assessment Done?

Through observation, through writing, drawing, talking, acting and answering questions. Self-assessment is done through personal reflection and discussion.

### When is Assessment Done?

As part of the learning experiences, at the completion of a lesson or Learning Strand.

### Faith and Assessment

Teachers are responsible for helping children to understand religious knowledge and to develop appropriate skills and attitudes and these can be assessed. It is sometimes assumed that if a child is receiving Religious Education, their *faith* will be deepening also. However their *faith* cannot be assessed as it remains each person's individual response to God. The responsibility for this belongs to each individual alone. Other people, such as parents and teachers, can help children increase their religious knowledge and they can provide environments which nurture and affirm *faith*, but they cannot make the child believe or respond to God – that is done freely in each person's own unique way. Parents and teachers can help children explore ways to express their *faith*. They are a most powerful model of *faith* for children through the ways they express their own *faith* in their own lives. Children are more influenced by the messages people give them when they see those people living by the messages. The *faith* of Primary age children is affected intensely by the significant people in their lives. See the statement on Stages of *Faith* of the Primary School Child – page 8.



# REPORTING

## What Reporting Means

Reporting is sharing information about children in an open and honest way which respects and values equally all who are involved. In Catholic schools openness, honesty, acceptance and respect for each person are important aspects of their Special Catholic Character and part of the reporting process.

Information about children's learning can be shared in different ways, eg through discussion, through viewing work samples, through home/school diaries, through written progress reports and through records kept by the teacher. But learning is not the only focus. Teachers and parents are concerned about the total well-being – *hauora* and development of the children physically, emotionally, socially and spiritually. Because these dimensions of children's development have a major impact on their learning, information about them also needs to be shared.

## Why Reporting is Important

It enables parents and teachers to share information so they can support children's development.

## How and When is Reporting Done?

Schools provide regular formal and informal opportunities for parents and teachers to share information. Reporting practices vary from school to school but generally it takes place through written reports, home/school books, telephone conversations, interviews and meetings. Children are also encouraged to be part of the reporting process.

### PARENTS

ONE OF THE REASONS YOU HAVE CHOSEN  
TO SEND YOUR CHILDREN TO A CATHOLIC  
SCHOOL IS BECAUSE THEY WILL RECEIVE  
RELIGIOUS EDUCATION.  
REMEMBER TO ASK YOUR CHILDREN AND  
THEIR TEACHERS FOR REPORTS ON THIS.

## Some Suggested Questions Parents Could Ask at Reporting Times

- \* How does my child respond to the lesson material in Religious Education?
- \* Are there any areas of concern related to RE?
- \* What are her/his areas of strength/weakness?
- \* How can we help him/her to improve in this area?
- \* What sort of things can we do as a family to help our children develop positive Christian attitudes to life and *faith*?
- \* Can you suggest some books we could use at home which would help?
- \* From my child's responses in class are you aware of any attitudes which need to be affirmed or challenged?



# COMMUNICATION WITHIN THE FAMILY-WHĀNAU

This section has been included at the request of many parents who responded following the lessons which were piloted in schools throughout the country.

Patterns of communication in families develop and are sometimes not noticed, and they can be the reason why families function well, or the reason why there are difficulties. Starting new patterns of communication can be difficult but it can often have very positive results.

Communication itself embodies and expresses many of the Christian values families try to live by, eg honesty, truth – *pono*, fairness – *tika*, gentleness, compassion, care – *manaakitanga*, love – *aroa*, tolerance, acceptance, forgiveness – *Hohou Rongo*, self-confidence, consideration, courtesy, friendliness, kindness, tact, trust and enthusiasm. Religious Education helps children to recognise Christian values and to adopt them as their own to live by.

In all areas of life it is good to take a step back and look at how people communicate.

## Family Communication Checklist

Choose a few items to check on regularly

- \* do we talk about how we communicate in our family?
- \* do we recognise that communication is not only talking but listening also?
- \* are we aware of the messages that our bodies communicate?
- \* do we all talk at once?
- \* do we make “I” statements?
- \* does each family member have time to communicate when they need to?
- \* do we give clear or confused messages to each other?
- \* do we have ways of checking that we have got the right messages?
- \* is there somewhere at home where we can leave or receive written messages for each other?
- \* are there times when we can have private conversations with each other?
- \* how do we show that we respect the views of others at home?
- \* do we allow enough time as a family to talk about a problem or a special event?
- \* what are our best times and places for talking to each other?
- \* how do we make our needs known in our family?
- \* do we recognise times when we communicate well or badly with each other?
- \* what is the outcome of good communication and bad communication in our family?
- \* what is one change we could make that would improve communication in our family?
- \* how does communication help or hinder the relationships in our family?
- \* how would you describe the way your family communicates with one another?

## Did You Know?

### Good Speakers

- \* Think first, then speak clearly
- \* Check their body language
- \* Invite others to give their opinion
- \* Make “I” statements
- \* Allow others to finish before starting
- \* Do not interrupt
- \* Back up the points they make
- \* Speak with respect at all times

### Good Listeners

- \* Give people their full attention
- \* Listen to the messages behind the words
- \* Ask questions to clarify the message
- \* Allow time for people to tell their story
- \* Show respect for others’ opinions
- \* Affirm others for good communication
- \* May not agree with what they hear but still listen
- \* Give useful feedback to help others

### Simple Tips for Good Communication in Families

- \* Ensure all points of view are heard before a decision is made
- \* Talk through problems and help people to find their own solutions
- \* Child sit beside an adult rather than face to face when having a conversation
- \* Set a fair and even time limit for each person to speak
- \* Provide a place where important messages can be referred to – a Family Notice Board
- \* Set aside time for family discussion and time for discussion with one family member
- \* Do not allow others to interrupt while one person is speaking
- \* Affirm family members for communicating their thoughts and feelings well
- \* When discussion develops into arguments take time out and use a different approach next time – try to go back to the issue and resolve it
- \* Invite children to say what they like and don't like about the ways family members communicate with each other
- \* Use a variety of ways to affirm each other – write a letter, send an e-mail, make or buy a card, leave a message in an unexpected place for a surprise affirmation or reminder
- \* Invite all family members to join in discussions and as parents include clear statements about what is right and what is wrong and why
- \* Name family values so children can identify them easily, eg Our family believes being honest is important, This family plays fairly, People in our family respect the opinions of others, In this family we try always to be kind to one another
- \* Have a regular time for a Family Conference when all members of the family are invited to express their thoughts and feelings honestly. This could be a time to plan family celebrations, to talk about some strategies for dealing with a problem, to tell family members about forthcoming events as well as a time for praising and encouraging family members.

### Conversation Starters

Some ideas to get parents and children talking

- \* What are you talking about in Religious Education at the moment?
- \* How are you finding the lessons on .....?
- \* Tell me about your RE lesson today
- \* I am interested in what you are learning about .....
- \* What have you learned about .....?
- \* I noticed ..... in your RE book – what was the lesson about?
- \* Do you need some help with.....? What could we do?
- \* Gran/Grandad would be interested in this – why don't you talk about it with them?
- \* I can remember learning about this – tell me what you know about it
- \* Things have changed since I learnt this – I would like you to teach me how it is now
- \* Would it help if you explained what you are learning to me?
- \* I might have some information on that – tell me about it
- \* We could work on this together if you like
- \* What is the most important thing you learned in RE this week? Why is it important?
- \* Talk to me about .....
- \* How about I tell you when .....
- \* Do you remember when .....
- \* Do you know what I really like about .....
- \* One of the things I find hard to do is .....
- \* I think you are really good at .....
- \* Something that makes me feel sad/happy/upset is .....
- \* What do you do if you have a problem?
- \* Let's see if we can work on a way to make this better
- \* What would you say your attitude to ..... is?
- \* Would you say that is a positive attitude? Why?
- \* What is your opinion of the situation?
- \* If you could change what you have done, how would you do it differently?
- \* Think about how you behaved and then we could talk about it
- \* You are an optimistic/helpful/caring/fair/friendly person so what could you do to help the situation?



# PRAYER – KARAKIA IN THE FAMILY-WHĀNAU

## Learning to Pray Begins in the Family-Whānau

Prayer is one of the main ways people develop their relationship with God. It is one of the early skills people learn in their family-*whānau*. Simple prayers such as the “God bless” prayers which are part of many children’s bedtime *rituals* or the *graces* said over family meals are the powerful beginnings from which children learn to build a life of prayer.

## Changes in Prayer Styles

Styles of prayer have changed in recent years. There seems to have been a move away from the formal or *traditional prayers* of the Church. For children recently the emphasis has been more on praying spontaneously during class prayer at school. Children learn to pray simply and come to use prayer more as a conversation with God. These prayers have no set format and this style of prayer is especially suitable for young children. Spontaneous prayer comes very naturally to children and gives them freedom to communicate with God in their own way. Spontaneous prayer is not as easy for some adults, but many learn through listening to their children praying this way.

## The Use of Traditional Prayer Today

While the *traditional prayers* are not used as much now this does not mean they are forgotten. The Religious Education programme includes many of these prayers in the lessons. They are included in this book for families to use, see pages 53–55. These prayers will always have a place in the prayer life of the children in Catholic schools and families because they are part of our story and our tradition and they express much of what we believe. Children need to be able to pray in different ways and there is no one right way.

## The Place of the Prayer Learning Module

Because prayer is such an important skill and practice for children to develop, one of the Learning Modules in the Religious Education programme gives children opportunities to explore different styles of praying. As part of the Prayer Module children experience meditation, devotional and *traditional prayers*, as well as praying with music and art and praying with the imagination. The hope is that through these experiences children will make use of various styles of prayer at different times in their lives.

## The Importance of Family Prayer

Of all the things families do together to pass on *faith*, praying is one of the most important. Through prayer, families share their *faith* and trust in God. Through prayer, families develop their relationship with God and with each other. In prayer, families can talk about what worries them and celebrate what gives them joy. Prayer can bind people together as a family with God and with each other. It is in prayer that the family recognises the presence of God in each family member and in the home. Family prayer can help people to be at peace and strengthen them when times are hard.

## Family Prayer

### WHERE ?

at the table  
in the car  
walking together  
in bed  
anywhere

### WHEN ?

after a meal  
before school  
driving home  
at bedtime  
any time

### How ?

using *traditional prayers*  
spontaneously  
meditating with quiet music  
in the silence of our hearts  
using a Scripture story

## Practical Suggestions For Family Prayer

- \* Make family prayer the responsibility of all family members – make a family roster
- \* Agree on a time that suits most family members – but change it if necessary
- \* Include time to listen, pray and sing
- \* Agree on a suitable length of time and stick to it – no add ons!
- \* Set up a small prayer focus which can be added to and include the family Bible
- \* Try different places at home to pray until you find one that suits your family
- \* Use music to bring people into a peaceful mood before prayer
- \* Recognise that not everyone may want to contribute, and respect people’s silence – this can be prayerful in itself
- \* Sometimes prayer time might raise some matters that need to be dealt with in the family – allow time for this later
- \* Affirm family members for their part in family prayer
- \* Avoid interruption during the prayer time – put the answerphone on
- \* Include suitable music, prayer resources and candles as family presents
- \* Collect items for a prayer focus eg candles, vases, pictures, shells, photographs, coloured pieces of material or scarves

## Include in your Family Prayer

prayers of thanks for each other and for achievements  
prayers of praise for the beauty of creation  
prayers on a special family occasion  
prayers focused on a symbol and prayers of meditation

prayers about a family problem  
prayers for those in need or in sorrow  
prayers for those who have died  
prayers from the tradition



# FAMILY-WHĀNAU RITUALS AND CELEBRATIONS

A *ritual* is a set way of doing things which adds meaning. Celebrating life is at the heart of being a Christian. The Catholic Church has many *rituals* which add meaning to important events in the lives of its members.

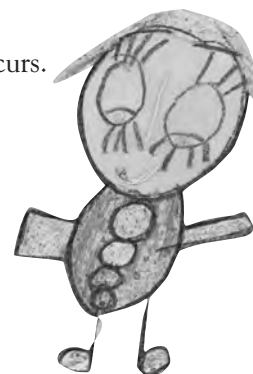
The Religious Education programme includes opportunities to use *rituals* to add meaning to everyday and special events in people's lives. Families are encouraged to create their own *rituals* which suit the way they celebrate special events in their lives.

*Rituals* should be simple and involve everyone who is present in some way. Their purpose is to add a new and deeper meaning to the event which can be recalled and repeated each time the event occurs.

## Some dos and don'ts with rituals

### Dos

- focus on how the *ritual* could add meaning to the event
- keep the *ritual* short and simple
- use everyday appropriate *symbols* and symbolic actions
- use things that awaken the senses, eg smells, sounds, sights
- create some religious *rituals* and some non-religious *rituals*
- invite all family members to contribute to the planning and preparation of the *ritual*
- prepare people so they know what to do during the *ritual*
- remind people about being respectful and reverent during the *ritual*
- allow time for silence at the beginning and the end of the *ritual*



### Don'ts

- don't make a major production out of a *ritual* – simplicity is the key
- don't rush the *ritual* – take time to do it well and thoughtfully
- don't be put off by family members who do not want to be part of it – include those who do
- don't have too many *symbols* or actions – few is better
- don't forget to use *rituals* often
- don't use too many words – let the *symbols* and actions speak for themselves



## Some Special Events to which Rituals Could Add Meaning

### For families with young children

- the birth of a new family member, the preparation for the birth, the home coming and welcome to the family, the *Baptism*
- the beginning of pre-school and school days
- getting and losing teeth
- first hair cut, first art works from pre-school, first dentist visit, first party invitation, first steps, first words, first movie, first pet, first team game, first reading book, first train/boat/plane trip, first night away from home alone

### For families with older children

- moving to a new class/school, moving house, going on holiday, visiting relations/friends, picnics, long family car journeys, returning to places where family ancestors lived, family gatherings,
- celebrating success, eg making the team, moving up a level at school, becoming the captain/the most improved player, winning the game, getting a certificate for achievement or effort,
- making up after an argument, making peace with the family, starting something new,
- celebrating signs of growth and maturity, eg the onset of menstruation, the beginning of teenage years, starting high school, becoming an altar server or reader.

# SOME IDEAS TO INCLUDE IN FAMILY RITUALS

## Birthdays

- \* have a special breakfast
- \* a time to open presents
- \* some special food, eg a cake or a 'let people choose what they would like to have as a meal' or a celebration
- \* have toasts from each family member to wish people well as they begin a new year of life
- \* tell stories about some highlights of the year that has just finished
- \* talk about some new challenges and difficulties that have been faced this year
- \* talk about what the dreams are for the new year of life
- \* contact grandparents and invite them to or tell them about the celebration and *ritual*
- \* keep a birthday diary for the family and record how it was celebrated and add a photograph later
- \* include a prayer at the meal or family prayer time for the birthday person
- \* tell the story of the day of their birth, give people a flower for every year of their life
- \* record on the wall how children have grown and write the date beside it
- \* have a family sing-song, look at photographs or DVDs together and talk about how well the person is growing
- \* give something to add to a collection and date it so it can be remembered
- \* invite each family member to make a card or write an affirmation for the person celebrating a birthday.

## Anzac Day / Anniversaries of the Death of Family Members

- \* go to the Dawn Anzac Service
- \* wear a poppy
- \* listen to or watch special Anzac Day service
- \* attend a parish *Eucharist* to pray for those who have died
- \* contact the priest and have people's names included in the parish prayer list
- \* make a sacred place with mementos, eg photographs of the person and have a family prayer time to remember them and pray for them
- \* tell stories to remember those who have died
- \* visit the graves or local monuments of soldiers or family members who have died
- \* read an Anzac story together, see page 60.

## Advent and Christmas

- \* purchase and use an *Advent* Calendar
- \* make a family *Advent* Wreath as the focus for family prayer
- \* make up a *ritual* to include the wreath, set up the *Christmas* crib but do not include Jesus
- \* have a family *Christmas* baking night and make food to include in small parcels for elderly or sick friends and people in the parish and neighbourhood
- \* decorate the *Christmas* tree,
- \* tell/read the story "Twas the Night Before *Christmas*" and the *Christmas* story
- \* play and listen to *Advent* and *Christmas* Carols
- \* sing *Christmas* Carols, wrap and decorate presents for others, prepare food for *Christmas* dinner together
- \* hang *Christmas* stockings, make up a *ritual* for *Christmas* morning which includes adding Jesus to the family crib.

## Some helpful hints from Parents

- Buy a cotton carrier bag or small back pack and collect prayer, mass and saints books to put in it. Leave it in the car so it is always available when you go to mass. Add some raisins too for hungry littlies! Saves the last minute rush and children always have some suitable books to read during mass.
- Buy a new candle or family prayer resource with your lotto winnings!



# DEVELOPING CHRISTIAN ATTITUDES

A Christian Attitude is an expression in word or action of the way Jesus lived

- |                            |                        |
|----------------------------|------------------------|
| * speaking with gentleness | * acting with kindness |
| * care                     | * patience             |
| * love                     | * joy                  |
| * tolerance                | * strength             |
| * compassion               | * courage              |
| * integrity                | * generosity           |
| * self-control             | * perseverance         |

If children are to develop Christian attitudes they need first to know what these attitudes are. One aim of the Religious Education programme is to teach children what Christian attitudes are and how to live by them. Throughout the programme children are presented with appropriate ways of learning the values of Jesus Christ. It is not only from this knowledge and experience that they will form their attitudes but from the living witnesses to these values that they see around them, eg their parents, *whānau*, family, teachers and friends.

Children are greatly influenced by the attitudes of people to them, especially the attitudes of their family-*whānau* members. These can have a lasting effect on a child's personal and *faith* development, self-esteem and wellbeing. Parents need to be in tune with the attitudes expressed within the family and affirm or challenge them appropriately.

## Some Ways of Affirming and Challenging Attitudes

- \* I can see you have a positive attitude to ..... when you ....
- \* What is your attitude to ..... ?
- \* I am wondering about why you .....
- \* The way you speak shows you have a ..... attitude to ..... could we talk about it?
- \* Its great to see how ..... you are
- \* Can you talk to me about how you see .....
- \* You have such a good attitude to ..... it makes you a .... person to be with
- \* What do you do when you have to deal with people who have different values from you?
- \* I find your attitude to ..... difficult to understand, so could you tell me about it please?



## ON THE NEXT 29 PAGES YOU WILL FIND SUGGESTIONS FOR FAMILIES TO USE AT HOME WITH THEIR CHILDREN

### How to Use the Suggestions

- \* Your school will notify you when your child starts a new Learning Strand
- \* Read the Family-*Whānau* summary on one of the back six pages in your child's Activity Book. This will give you a clear idea of what your child will be learning
- \* Find the pages for the new Learning Strand and note the activities that will be done at home
- \* Find the pages in this book which relate to your child's book – remember the colour of the Children's book will match the pages in this book
- \* SELECT a few activities that you can do from the examples given
- \* Remember these activities are in addition to the Home Activities in the Children's Books
- \* Think about doing activities at home, walking to school, in the car, while preparing the evening meal, at homework time, at the weekend or together as a family
- \* Invite older children and family members to help
- \* Draw children's attention to things that are mentioned in the media which relate to the topic of the Home Activity
- \* Use the activity as a conversation starter with your child
- \* Refer to the Communication Within the Family pages 11 and 12



## Year 1 Material

### Learning Strand – GOD – TE ATUA – IO MATUA KORE

#### Lesson Focus: God is Creator

God is the Creator of all that is, 'seen and unseen'. Each person is God's unique creation made in love for love. We are each part of what God made and 'saw that it was good'. We are called to respect our own dignity – *tapu* as persons made in God's image, the dignity of others and the value of all parts of creation. We are sacred and *Holy* because we share in the *Tapu* of God. We are also called to respond with praise and worship of God.

#### Take time to

- gaze at the moon and the stars and talk to God
- watch the sunset and feel God's presence near
- care for your pet because it is part of God's creation
- make up your own songs, rhymes and prayers of praise for creation
- whisper to God how much you love God and all the gifts in creation

#### Make a display at home of

- magazine pictures or photographs of creation
- family photos – bless and name people
- beautiful things from creation, eg shells

#### Imagine

- what would life be like without our senses?
- what God would say when you care for creation?
- what will happen to the world if we do not care for it?

#### Talk about

- what God is like
- how God cares for . . . ?
- planting things and caring for them
- why people are God's best creation

#### Plan to

- do something to care for creation
- remind each other to care for God's gift of creation
- show how much you love each other in a special way
- feed the birds in winter
- read the Creation story from the Children's Bible at bedtime
- enjoy God's creation all around you this week

#### Games to Play

I spy something God created  
My Favourite things



## Learning Strand – JESUS CHRIST – HEHU KARAITI

#### Lesson Focus: Jesus – My Friend

Catholic belief is that Jesus of Nazareth, called Christ, is both human and divine. As a human being Jesus was born into a particular society and culture, and lived in a certain geographical location, at a precise time in history. To properly appreciate his message we need some understanding of these realities of Jesus' life. In learning of Jesus' friendship with his disciples we can come to appreciate his calling us into friendship with him today.

#### Make a place in children's bedrooms for

- pictures of Jesus and his life
- pictures from magazines of people from Middle Eastern countries
- a picture of Jesus that reminds them that Jesus is their special friend

#### Take time to

- point out to children in the supermarket the food Jesus might have eaten, eg pita bread, olives, fish, grapes, lemons
- play guessing games naming the 12 apostles
- thank Jesus for being your friend
- explore an atlas and find New Zealand and Israel
- bedtime stories about the life of Jesus from Children's Bibles
- the story about Jesus and the children from a Children's Bible



## Learning Strand – THE HOLY SPIRIT – TE WAIRUA TAPU

### Lesson Focus: God the Holy Spirit

The Holy Spirit is God – the Third Person of the Holy Trinity. We use *symbols* like fire and wind for the action of the power or *Mana* of the Holy Spirit and we can see signs of the Holy Spirit – Te Wairua Tapu, at work in people's lives.

#### Take time to

- listen to the wind and think about how it is a sign of the Holy Spirit
- walk in the wind and remember how it is like the Holy Spirit – you cannot see it but can feel it working
- look out of a window and notice the effects of the wind
- play with water and remember how it is a sign of the Holy Spirit
- water plants and notice how it gives them life and energy like the Holy Spirit
- tell children how you notice the Holy Spirit working in them and helping them to grow into the best person they can be



#### Pray together

- the Sign of the Cross using *holy* water
- Holy Spirit of God bless me and my family

## Learning Strand – CHURCH – Community of Disciples – TE WHANĀU A TE KARAITI

### Lesson Focus: Belonging

We belong to and participate and celebrate in communities such as our family-*whānau*, our school and our parish. The Church is a community of Christ's followers or disciples called together by the Holy Spirit to carry on Christ's mission in life today.

#### Talk about

- how proud you are of your children
- how belonging to your family-*whānau* is important because you care for – *manaaki* and show *aroha* for each other
- what are the good things about belonging to a family, the school and parish you belong to
- how the people in the Church today carry on the ways Jesus lived, eg caring for the sick, helping others, spending time with people

#### Plan to



- take your children to Mass on Sunday
- invite your parish priest around for coffee or a meal so you can get to know him
- attend a parish function as a family
- draw children's attention to other people who belong to your parish
- do something for someone who is sick, include your children and explain why you are doing this
- put your name on the parish roster to take part in a parish activity and include your children



## Learning Strand – SACRAMENT – HAKARAMETA

### Lesson Focus: Holiness

People are reminded of the *holiness* or *Tapu* of God through places, times, objects and *rituals*. We can discover God in the world which he created and gifted to people to care for and enjoy. The *Eucharist* is a time to gather in worship and praise of God who is Holy.

#### Plan to

- spend part of Sunday as a family doing family fun things
- start a new family *ritual* to mark a family milestone, eg baby's new tooth, going into a new reading group
- use *holy* water as part of a family prayer time this week
- sit quietly outdoors and let the creation around you tell you about God
- listen to beautiful music and feel God near

#### On a journey

- draw children's attention to the beauty of the world around them and explain how it is a sign of God's presence
- remind children that all things that are good and enjoyable are a sign of God's life in the world
- play spotting games for signs of people caring for creation or how people have spoilt creation

#### Talk about

- things that remind you of God
- the word "holy" and how it means anything that connects people to God
- *holy* people you know in your family, objects eg, natural things, rosary beads, places eg, forests, beaches, churches, your home, and events eg, family celebrations, *Eucharist*, family prayer times, quiet times, times when you see or hear creation,
- *holy* objects that grandparents treasure and how they help them to feel God's presence
- how Sunday is God's day and how you can best give God some time on Sundays



## Learning Strand – COMMUNION OF SAINTS TE KOTA HITANGA O TE HUNGA TAPU

### Lesson Focus: Mary

As a Church one of the ways we honour Mary, the greatest of the Saints, is as the Mother of Jesus. We reflect on how Mary's *holiness* was magnified by her encounters with the *holiness* and power, the *Tapu* and *Mana*, of God.

#### Take time to

- make a special place at home with an image of Mary in it to use at family prayer time
- read the Mary stories from a Children's Bible at bedtime
- talk about Mary as the mother of Jesus and name some of the things she did for him
- show mothers they are appreciated by their families
- talk about how important it is to show special respect for your parents and grandparents



#### Plan to

- leave a message of love under someone's pillow
- tell children a story about something your mother did to show you she loved you
- pray as a family giving thanks for all parents do to make life good for children
- include the Hail Mary in family prayer this week

## Year 2 Material

### Learning Strand – GOD – TE ATUA – IO MATUA KORE

#### Lesson Focus: Our Gracious God

God is *gracious* – a great giver of gifts. The greatest of these gifts of love is Jesus who revealed that God is Abba – his loving Father – *Matua*, who is also our Father. Our response to God's gifts of *grace* is to truly appreciate them and to live lives of gratitude.

##### Take time to

- leave little messages of love for family members in unexpected places, eg in lunch boxes, under pillows, on answerphones, faxes and on e-mail
- demonstrate to children that you are contented with what you have and that it is not things that make you truly happy, but loving people



##### Pray together

- a *Litany* style prayer for creation in family prayer, eg For green grass – We thank you *gracious* God, For trees to climb – We thank you *gracious* God

##### Talk about

- ways your family shows graciousness to each other
- how to receive and acknowledge a compliment graciously
- what *gracious* people do when they receive a card or present
- ways people show gratitude

##### Affirm family members

- when they show they are grateful to others

##### Encourage children

- to notice little things people do for them and say thank you for them

## Learning Strand – JESUS CHRIST – HEHU KARAITI

#### Lesson Focus: Jesus Showed His Love in Different Ways

Jesus showed his respect and love for the *tapu* of people in many different ways; talking, listening, sharing meals, touching, healing and, eventually, dying for them. We are called to follow Jesus' example. Our best resource for this is the stories of Jesus in the Bible.

##### Remind each other that

- showing respect for each other is one of your family values
- listening for feelings as well as facts when people are speaking is important

##### Play together

- a Bible Search and find Game to help children become more familiar with different parts of the Bible, eg Mark's Gospel, Old Testament stories
- 20 question games about Bible characters with yes/no answers only, eg Noah was swallowed by a whale!

##### Take time to

- invite a family member or friend to share a meal or an outing
- place your family Bible in a special, prominent place at home and use it for stories regularly

##### Talk about

- ways our family shows love and respect for the *tapu* of people
- what makes a good listener and how people feel when they have been listened to



# Learning Strand – THE HOLY SPIRIT – TE WAIRUA TAPU

### Lesson Focus: The Holy Spirit in People's Lives

We can respond to the Holy Spirit at work in our lives in many ways. Two important ways the Holy Spirit is at work in the Church, the people of God – *Te Whānau a Te Atua*, is through prayer and the *Eucharist*.

#### Take time to

- go on a family “joy walk” and enjoy each other’s company
- notice and enjoy all of the beauty around you
- have a joke-telling time at home or when travelling and laugh a lot
- invite each family member to name something they really enjoy doing and to do it together



#### Pray together

- and ask the Holy Spirit to remind your family members to be loving, peaceful, joyful people
- by sharing a special meal, lighting candles, playing quiet music and thanking the Holy Spirit for the gift of peace within your home and hearts

**Talk about** – how your family feels about important things which are mentioned on the news

# Learning Strand – CHURCH – Community of Disciples – TE WHANĀU A TE KARAITI

### Lesson Focus: Gathering, Celebrating, Living God's Presence

Our local parish as it gathers, celebrates, lives and prays as a community, is a part of the Church which Jesus founded and is a sign which brings about God's presence and love in the world. Belonging to a parish is both a privilege and a responsibility.

#### Plan to

- have a family meeting and review the privileges and responsibilities of being part of your family
- allocate simple family responsibilities to each family member and plan a way to check on these
- attend Sunday *Eucharist* together and celebrate God's presence in your lives



#### Take time to

- think about some questions about your parish
- identify the people who live nearby who belong to your parish and introduce your children to them
- offer to help someone in need in your parish and tell your children about it, involve them in the activity and explain how this is the way people share in the responsibility of being part of the parish
- praise each other for responsible behaviour

## Year 2 Material

### Learning Strand – SACRAMENT – HAKARAMETA

#### Lesson Focus: Welcome

*Baptism*, like all *sacraments*, is a time in which we encounter Christ in a special way. In the rite of *Baptism* with its *rituals* and *symbols* people are welcomed into the Church and given a share in the *Tapu* and *Mana* – the holiness and life of the Trinity, the Father, the Son and the Holy Spirit.

#### Spend time

- looking at photographs or mementos of family members' *baptisms*
- recalling the events of children's *baptism* day
- contacting godparents, grandparents and friends to talk about it also



#### Plan to

- point out the *baptism* font to your children in your local church
- read the story about Jesus welcoming the children Mark 10: 14-16
- point out to your child the ways people are welcomed at *Eucharist*

#### Remind yourself to

- tell your children's friends they are welcome when they call
- comment on ways people welcome others in various TV programmes

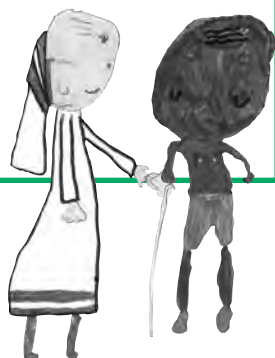
## Learning Strand – COMMUNION OF SAINTS TE KOTAHITANGA O TE HUNGA TAPU

#### Lesson Focus: Saints and Inspiring People

Those officially declared by the Church to be Saints because of their *virtues*, the *holiness* – *tapu* and *mana* of their lives, are now with God. They act as models for the members of the Church on earth, and are linked to them through prayer. The saintliness of ordinary people can also inspire others and lead them to God.

#### Spend time

- making a family "Saints' Place" at home with books, pictures and statues of saints and use this as a focus for family prayer
- reading stories of the saints this week at family story time
- talking about inspiring people you know or have read about
- finding the feasts of Saints you know on the *Columban Calendar* and marking them and praying to the Saints at family prayer time on their feast day



#### Plan to

- decide on a few simple things you can do which can help you to become saintly, eg
  - \* ring up someone who is lonely and invite them to do something with you,
  - \* try something new,
  - \* say something encouraging to each other everyday,
  - \* work hard at something you are not good at
- buy a book about Saints for your family

### Lesson Focus: God is Present in the World

God is present in the world in creation, and speaks to people through the scriptures especially when they are proclaimed in the Church. God is active through people who accept his gift of *grace* – *Mana Atua* and God's activity in the world is expressed through different cultures.

#### Plan to

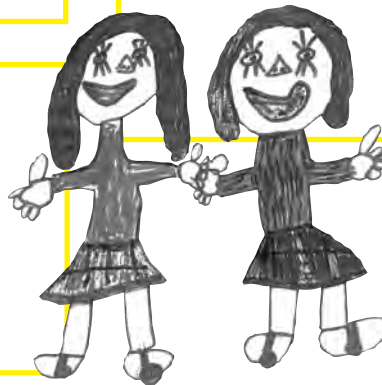
- go for a family walk and take time to enjoy God's presence in creation
- buy or find a family Bible and place it where it can be seen and used
- listen to Vivaldi's 4 Seasons CD and enjoy it together

#### Bring your children's attention to

- people from different cultures and talk about ways people show respect for different cultures, eg
  - \* by admiring the differences in the way they look, speak and behave
  - \* by showing an interest in what is different about them,
- St Paul's blessings in 1 Thessalonians 5:28, 2 Corinthians 13:13

#### Think about

- your favourite aspects of each season and remind each other when you see them
- Ecclesiastes 3:1-8 and reflect on what time it is in your life
- ways your family can care for different parts of creation



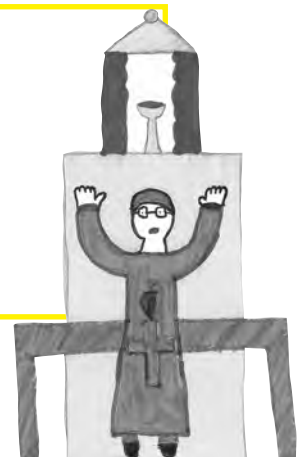
## Learning Strand – JESUS CHRIST – HEHU KARAITI

### Lesson Focus: Jesus Gives Himself in the Eucharist

The best way of giving thanks to God is joining with Christ's gift of himself in the *Eucharist*. The *Eucharist* helps people to grow in *holiness* and *grace* – *tapu* and *mana* as they recognise Christ's presence in the gathering of his people and his minister and in the proclamation of the Word. Above all they recognise Christ's presence in the transformed bread and wine, which have become, 'in a way surpassing understanding', his Body and Blood.

#### Take time to

- go as a family to Sunday *Eucharist*
- remind your family at meals together about how sharing food is part of *Eucharist*
- share ideas about how food reminds you of special people and special events
- make bread, break it and eat it together
- prepare a family *Liturgy of the Word* and read a gospel story you enjoy
- arrange to have a Home *Eucharist* and invite people in your neighbourhood to come and share it



### Lesson Focus: Fruits of the Holy Spirit

The *Fruits of the Holy Spirit* are traditionally listed as; love, peace, patience, kindness, generosity, faithfulness, gentleness and self-control. It is God's love at work through the Holy Spirit which enables people to exercise their *mana* and bear these fruits. It is again the Holy Spirit who helps us to recognise when we have violated *tapu* and have *sinned* and to forgive and be forgiven.

#### Plan to

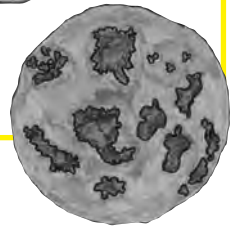
- do something together so you can enjoy each other's company, eg play a table game, bake a treat to share
- talk about things that cause conflict and hurt in your family and how your family can make peace after conflict

#### Take time to

- affirm family members who admit they have done wrong and say they are sorry
- remember adults need to model this for children

#### Pray together

- prayers of thanks for family members who bear the *Fruits of the Spirit*, eg mum who is patient, dad who is gentle
- asking the Holy Spirit for the strength to forgive each other as forgiveness is a great way to show love – *aroa* for each other



## Learning Strand – CHURCH – Community of Disciples – TE WHANĀU A TE KARAITI

### Lesson Focus: Called to be like Jesus

The Scriptures record how Jesus called his disciples and apostles to follow him. Those who have been initiated into the Catholic Church through the *Sacraments of Baptism, Confirmation and Eucharist* are also called to carry on the mission of Jesus. They do this by worshipping God and serving and loving others and always acting with *tika* and *pono*.

#### Talk together about

- people who could be seen as modern day *messiahs* in the political sense, Nelson Mandela, Dame Whina Cooper, the Dalai Lama
- how people are initiated into the Catholic Church – by the *Sacraments of Baptism, Confirmation and Eucharist*
- what having *faith* means – the *faith* in which we believe, ie the Catholic *faith* and the *faith* by which we believe, ie the gift from God to each person to respond to in their own unique way.
- different ways people become members of a group, team etc – initiation
- discuss the ways the Church carries on the

mission of Jesus in the world today – caring, loving, helping, being with people in their times of need, showing respect for everyone especially those whose *tapu* has been violated or hurt



#### At family prayer

- read John 1:29-30, 35-39 and talk about who it is that says “Come and see” to people today
- pray the Creed, page 53 and talk about what Catholics believe

## Learning Strand – SACRAMENT – HAKARAMETA

### Lesson Focus: Forgiveness

The *Sacrament of Reconciliation / Penance* – *Hohou Rongo* restores our friendship with God. It is an experience of forgiveness and healing, a means of taking responsibility for personal *sin* and expressing sorrow and repentance. *Sin* is an offense against God and a violation of *tapu* – the *holiness* and dignity of people – that of our own and of others. Through the *Sacrament of Reconciliation tapu* is restored.

#### Talk together about

- experiences of forgiveness they remember and the effects of this
- how it feels when you know you have done the wrong thing and you don't know how to put it right
- ways you can do this, eg make a phone call to the person and apologise, write a letter or a card with a message of apology
- why people find it hard to say they are sorry and discuss how others can make it easier for them
- some examples from news items and television programmes which show people taking responsibility for their actions or examples where people have avoided taking responsibility for their actions

#### At family prayer time

- reflect on the last time you said you were sorry to someone
- pray the *Confiteor* prayer, page 54 together at family prayer time
- share a sign of peace with each family member tonight

#### Plan to

- go to the *Sacrament of Penance* as a family and have a celebration afterwards



## Learning Strand – COMMUNION OF SAINTS TE KOTAHITANGA O TE HUNGA TAPU

### Lesson Focus: Life, Death and Christian Hope

Suffering and death are part of life. Catholic beliefs about the resurrection of the body and life after death provide meaning and a reason for hope. The *rituals* of Catholic funerals and *tangi* provide consolation for the bereaved. The Church encourages people to remember those who have died and to pray for them.

#### Take time to remember

- situations when you have felt sad and how you coped with sadness
- family members who have died
- people you know who have died and recall stories about them

#### Plan to

- visit the grave of a family member or friend to help children to become familiar with remembering and praying for those who have died
- attend a *requiem mass* or a *tangi* and explain to your children what happens, and emphasise the importance of respect for those who have died
- include in family prayer prayers for people who have died

#### Talk together about

- what Christians believe about death, eg
  - \* in death, life is changed not ended,
  - \* the body of a person dies but the soul lives on forever with God in *heaven* or is separated from God,
  - \* people undergo *Purgatory* so they will be able to be with God in *Heaven*
  - \* what happens to the soul of a person is determined by the way they live their life on earth
- what happens at funerals you see on television so children are familiar with the vocabulary, eg coffin, hearse, pall bearers, cemetery
- how different cultures have differing burial *rituals*
- how we should support and care for people who experience death in the family



## Year 4 Material

### Learning Strand – GOD – TE ATUA – IO MATUA KORE

#### Lesson Focus: God is Love

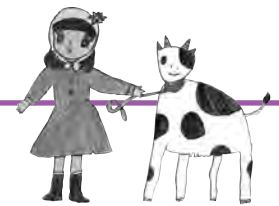
The Holy Trinity, the Father, the Son and the Holy Spirit is a loving community of three persons who are one God. One of God's great gifts or taonga is the natural world of creation, which we should respect because it is *tapu*. Another of God's gifts of love is the Ten Commandments.

##### Plan to

- do something as a family that shows you respect the *tapu* of whenua – the sacredness of the land, eg clearing up your garden, planting and caring for your garden, clearing up a favourite picnic spot or beach area

##### Take time to

- encourage family members to take responsibility for treating the land with respect
- read Exodus 20 and discuss what each commandment means
- name the 2 new commandments Jesus gave the people and suggest ways you can keep them, giving time to God each day, loving each member of your family and your friends every day
- affirm each other for showing love and care of others – *aroha* and *manaakitanga*
- give thanks in your family prayer for all the loving people in your lives



## Learning Strand – JESUS CHRIST – HEHU KARAITI

#### Lesson Focus: Jesus Came to Show People How to Live and Lead them to God

Jesus invites people to grow closer to God – grow in *holiness* – *tapu* and *mana* by sharing in his life through the gift of God's *grace*. By accepting this invitation Christians share in Jesus' mission of worshipping God, and bringing about the *Kingdom or Reign of God* – *Te Rangatiratanga*, 'on earth as it is in heaven'.

##### Take time to

- recall and reflect on all the invitations you have had recently to become holy, eg
  - \* offers to come and share something enjoyable,
  - \* offers to be involved in helping others,
  - \* opportunities to learn and understand Jesus' message better,
  - \* times to spend in prayer and reflection with God,
  - \* opportunities to form deeper relationships with others
- talk about what *grace* – *Mana Atua* means, eg
  - \* God's life and activity in the world,
  - \* God's presence and action in people's lives,
  - \* God's gift to all people given freely so they can be friends with God,
  - \* God's way of letting people share in God's own life, God's *Tapu* and *Mana*
  - \* God's favour for each person
- recognise moments and times of *grace* in your lives, eg
  - \* experiences of all good things and events,
  - \* experiences of loving words and actions,
  - \* experiences of deeper understanding of life and the world,
  - \* times of strength and courage,
  - \* times of great joy and happiness

##### Plan to

- arrange a way your family could work for what the Kingdom of God is about – justice – *tika*, peace – *rangimarie* and mercy – *aroha*
- make a poster or family table mat with each family member's face and name on it



## Year 4 Material

### Learning Strand – THE HOLY SPIRIT – TE WAIRUA TAPU

#### Lesson Focus: Pentecost

The coming of the Holy Spirit at *Pentecost* revealed the Trinity and the Church and enables people to live like Jesus and to know the Father. Through the Holy Spirit Jesus fulfilled his promise to be with his followers, through Church, Word and *Sacrament*.

#### At family prayer

- read Acts 2:1-13 and talk about how the apostles must have felt when they received the Holy Spirit on *Pentecost* day and suggest why Jesus sent his Spirit
- pray by candle light to the Holy Spirit remembering *Pentecost* and asking the Spirit to help your family to live as Jesus lived with *tika*, *pono* and *aroha*
- remind each other that Jesus promised to be with us always and he is through his Holy Spirit living in each family member



## Learning Strand – CHURCH – Community of Disciples – TE WHANĀU A TE KARAITI

#### Lesson Focus: Called to Service

Through *Baptism* all are called to *holiness*, lived out through various *vocations*; single life, *marriage*, religious life or priesthood. As members of the Church, they are called to carry out its mission of service.

#### Talk about

- different *vocations* people have in life, eg the single life, married life, religious life and priesthood, and identify people who have these *vocations*
- how it is through their *baptism* that people are called to become *holy* – *tapu* by living out their *vocation* as well as they can
- ways family members can grow closer to God, which is growing in *holiness* – *tapu* and *mana* by doing what they are responsible for as well as they can
- what we mean when we say the word Church

#### At family prayer

- read Matthew 25:31-40 and reflect on it as a family asking yourselves about the ways you feed the hungry, give drinks to the thirsty, give clothes to those who need them, welcome strangers, care for the sick and visit the imprisoned. Remember “feeding” people is not just giving them food and people are imprisoned by many more things than prison bars
- pray together for people you have read about in our country who need help

#### Plan to

- take part in a parish activity which helps and serves others
- have a box for family members to collect clothing, toys, etc which can be passed on to the St Vincent de Paul outlet
- add your family’s name to parish *ministry* list – for readers, music makers, cleaners



## Year 4 Material

### Learning Strand – SACRAMENT – HAKARAMETA

#### Lesson Focus: Food for Life

Times for reflection are invitations to experience and understand the signs of God's presence in the world. The greatest signs of God's presence are the *sacraments* whose *symbols*, *rituals* and celebrations parallel those of daily life. Through the action of the Holy Spirit, in the sacred meal of the *Eucharist* the bread and wine become the Body and Blood of the Lord – a gift of *grace* that enhances people's *holiness* – *tapu* and spiritual power – *mana*.

#### Plan to

- have a quiet time each night this week to think about the ways we experience God in our lives, eg through the love – *aroa* of people, through the beauty and wonder of creation, through the events and actions of people
- attend a parish *Eucharist* and notice and discuss all the ways it is like a family meal, eg gathering around the table, listening, sharing stories, singing, lighting candles, serving and eating food and drink



#### Take time to

- plan a family celebration and prepare a special *ritual* to add meaning and special remembrance to an important event, for ideas see page 15

## Learning Strand – COMMUNION OF SAINTS TE KOTA HITANGA O TE HUNGA TAPU

#### Lesson Focus: Choices

Our life journey – *Te Wa*, is a journey towards God. The choices we make on that journey have significance in terms of our final destination, our life after death. Traditionally the Church has spoken of life after death in terms of *heaven*, *hell* and *purgatory*.

#### Take time to

- use a walk or a journey as a time to talk about the journey of life and invite each family member to say what has happened in their journey of life – *Te Wa* that they think has been important for them so far. When everyone has had a turn invite them to think about and share some of their goals – short and long term for the future. Invite them to say who could help them achieve their goals
- pray for those who have died



#### Talk about

- how life is a journey and how we can all help each other achieve our goals in life by sharing our gifts to help others and by encouragement. Emphasise that effort and persistence are always needed to achieve goals
- how you achieved a goal and who helped you to do it
- how the choices people make affect their life journey and how people's freedom to make choices must be respected
- how when people choose to act with *tika*, *pono* and *aroa* their *tapu* increases and they have *mana* to achieve their goals
- times you have made good choices and when your choices have not been wise and have hurt others. Assure children that all choices do matter as they influence the person you become
- how the choices in life influence what happens to people after they die and include what is understood by *heaven* – being with God, *hell* – being separated from God, and *purgatory* – the process by which people are prepared to be with God

## Year 5 Material

### Learning Strand – GOD – TE ATUA – IO MATUA KORE

#### Lesson Focus: God is Faithful

God is always faithful – *pono*. This is one of the basic messages in the Scriptures. God calls people into a relationship sealed with a *covenant*. People may go back on their word and so awful things can happen, but God's love – *aroha* is constant. In the new *covenant* of Jesus, Christians are called to trust in God, and to build up God's *Kingdom or Reign* – *Te Rangatiratanga* on earth.

#### Talk about

- the importance of being faithful – *pono*, eg doing your homework and the other tasks that are your responsibility without having to be reminded, sticking with your mates when times are hard, keeping the promises you make with others, doing what you say you will do
- people you know who are good models of faithfulness
- what is meant by the word *covenant* – which is a sacred and serious agreement or contract, and name some examples that you know of, eg *marriage* contracts, peace treaties, the *Treaty of Waitangi*
- how situations change and people break contracts, and recall that God is always faithful to the promise that God will always be with people
- times in your lives when you have had to break promises and how you have dealt with this
- the difference that belief in God makes to your life



#### At family prayer

- invite children to recall the story of God's call – *karanga* to Abraham and Sarah in the book of Genesis and discuss God's promises to them
- pray the Hail Mary and draw children's attention to the words of the angel and Mary's old wise cousin, Elizabeth, which are included in this prayer
- talk about Mary's faithfulness to her call to be the Mother of Jesus
- pray for people who are dealing with broken promises

## Learning Strand – JESUS CHRIST – HEHU KARAITI

#### Lesson Focus: The Life of Jesus

Catholic belief is that Jesus of Nazareth, called Christ, is both human and divine. As a human being Jesus was born into a particular society and culture, and lived in a certain geographical location at a precise time in history.

To appreciate properly Jesus' message we need some understanding of these realities of his life. We gain this understanding mainly through study of, and reflection on the Scriptures.

#### Take time to explore

- by taking turns at finding various books in the Bible
- by inviting your child to show you how to find a Scripture reference in the Bible and encourage your child to explain to you what life was like in the times Jesus lived and to name some of the groups which Jesus had to deal with
- an atlas and find the places on a modern map which are mentioned in the New Testament writings, eg Turkey was called Asia Minor and Galatia, Israel included Judea, Samaria and Galilee, Jordan was near Syria, Greece was Dalmatia, Achaia and Macedonia



#### At family prayer

- starting with the birth of Jesus tell or read a story each night of the major events in Jesus' life, eg the presentation in the Temple, Jesus' baptism, his miracles, the healing stories, the stories of the week before his death, the stories of his resurrection and the events that followed, his *ascension to heaven*
- ask Jesus to help you accept the strengths and weaknesses of being human

## Learning Strand – THE HOLY SPIRIT – TE WAIRUA TAPU

### Lesson Focus: Titles and Symbols of the Holy Spirit

We gain a greater appreciation of the role of the Holy Spirit through a knowledge and understanding of the titles and symbols for the Spirit found in Scripture and the Tradition of the Church.

#### At family prayer

- pray together that each family member will hear the Holy Spirit prompting them to do the right thing and will give them *mana*, spiritual power and strength to act on it
- use oil to make a cross on each family member's head and hands and pray that the Holy Spirit may fill their minds with new ways to love and guide their hands to help and care for – *manaaki* others

#### Talk about

- a time they have given someone good advice and relate this to how the Holy Spirit prompts people to help others do the right thing – do what is *tika*
- a time your child has given or responded to good advice and help them to recognise that this is a sign of the Holy Spirit working through good people
- share ideas about the title of the Holy Spirit – the *Spirit of Truth* and emphasise the importance of telling the truth and talk about the consequences of not doing this

#### Take time to

- notice when using water and fire how these *symbols* show the actions of the Holy Spirit and how they bring about change, provide energy and life
- listen to the wind and imagine the coming of the Holy Spirit and read Acts 2:1-4
- recall people you know or have heard of in the media who are advocates, someone who speaks for and stands up for others especially the poor and needy

## Learning Strand – CHURCH – Community of Disciples – TE WHANĀU A TE KARAITI

### Lesson Focus: The Church Celebrates

Central to the life of the Church is worship of God through prayer, proclamation of the Word and celebration of *sacraments*. Central to this worship is the weekly celebration of the *Eucharist* on the Lord's Day.

#### Bring to children's attention

- that one of the most important things that the Church does is worship God, ie pray, give thanks and glory to God
- that worship can happen in many ways but the celebration of the *Sacraments*, the proclamation of the Word are central to the life of the Church
- different ways people put into practice the Gospel by loving and caring for others – showing *manaakitanga*, which is also a way of worshipping God because by their actions they are proclaiming the Word of God – *Te Kupu a Te Ariki*
- how Jesus saved people from suffering and hardship when he was on earth and how this saving work is carried on today through celebrating the *Liturgy*, because Christ is present there bringing healing and strength – *Hohou Rongo* and *mana*, to all people who are present



#### Take time to

- buy and place a copy of the *Liturgical Year* Calendar in a prominent place at home and talk about the seasons and what they mean
- go to *Eucharist* as a family

## Year 5 Material

### Learning Strand – SACRAMENT – HAKARAMETA

#### Lesson Focus: Healing

Each *Sacrament* makes present its own special *grace*, or gift from God. There are times in the lives of all people when they are in need of healing in body or soul. The *Sacraments of Penance* and the *Anointing of the Sick* bring people the *graces* of reconciliation, healing, strength and peace.

#### Take time to

- do the jigsaw and tell the story in the picture to a younger family member
- share ideas about times of hurt and sickness in people's lives
- talk about how all of these situations need to be put right and people need to be healed in their minds, their bodies and their souls from the hurts they experience so their *tapu* and *mana* can be restored and they can enjoy their lives again
- name the 7 *Sacraments* and discuss the special *grace* that each one brings



#### Plan to

- celebrate the *Sacrament of Penance* as a family and follow it with a small family celebration
- take an active part in the celebration of the *Eucharist* in your parish as a reader, a singer, a procession of the gifts bearer, or a collector
- share your experiences of healing in the *Sacrament of Penance*

#### At family prayer

- read a story from Mark's Gospel about when Jesus healed someone
- burn your oil burner and play some quiet music and reflect on how oil is a *symbol* of healing

## Learning Strand – COMMUNION OF SAINTS TE KOTAHITANGA O TE HUNGA TAPU

#### Lesson Focus: Saints and Inspiring People

Catholics believe in the *Communion of Saints* – the unity or community of all members of the Church, those now living, those who are with God in *heaven*, and those undergoing purification before entering into the fullness of life with God. The living may pray to the saints for their intercession, and for those in *Purgatory*. The living and the dead are all joined in praise of God.

#### Take time to

- talk about how the *Communion of Saints* is the bond of friendship between all who have been baptised whether they are living or dead
- make a family list of relations and friends who have died and keep it in a place which reminds you to pray for them, include photographs as well if you have them
- tell your children stories of their relatives who have died and the good things they did while they were on earth
- notice and draw children's attention to family similarities, eg aunts, uncles, grandparents who are good at art, music or who enjoyed taking an active part in the Church
- read and share stories of the Saints and people who are inspiring and discuss how they grew in *holiness* – *tapu* and *mana* by living the values of Jesus Christ
- plan a celebration of a family member's Saint's day to honour the Saint and use a meaningful *ritual* which can be repeated each year, eg give the person a rose or special flower.



## Year 6 Material

### Learning Strand – GOD – TE ATUA – IO MATUA KORE

#### Lesson Focus: Who is God?

The names and images for God found in the Old and New Testaments tell us something about what God is like. Christians come to know God through Jesus and respond in *faith* through worship and action. Catholic beliefs about God have been summarised in the Creeds.

##### At family prayer

- invite family members to share their favourite name and image of God
- read the *Nicene Creed* on page 53 and talk about what it says Catholics believe
- bring to your children's attention people who are Good Samaritans today
- share your experiences of Good Samaritans
- remind your children to join the community in saying the *Nicene Creed* at Eucharist



##### Take time to

- talk about different images and names for God that family members have, eg a loving parent – *Matua*, a shepherd, a weaver
- imagine what God is like from all that Jesus taught people about God, remembering that God, who is the source of all *Tapu* and *Mana*, created the world from nothing and holds it in balance at all times
  - share ideas about Jesus' special relationship with God – God's only Son and imagine what God must be like as a loving Father
  - recall that Christians build their relationship with God through worship and service of others and suggest ways your family could do this

## Learning Strand – JESUS CHRIST – HEHU KARAITI

#### Lesson Focus: The fullness of God's Revelation

Jesus Christ, the Son of God, revealed to the world that God is Abba – loving Father or *Matua*. In his mission on earth Jesus called on people to repent, through the *grace* of the Holy Spirit – *Mana Atua*, and to live lives of *faith*, hope and love. Jesus' whole life was a response of love – *aroa* for God and for people.

##### Talk about

- the important things your family believes in, eg the right to be free, the importance of caring for yourself and others, the importance of telling and living by the truth, the right of each person to be respected, the importance of thinking for yourself and accepting responsibility for your actions
- relate the things you talked about to important things you believe as Christians, God created and loves all people, Jesus is God's only Son, Jesus made God known in the best way, Jesus lived on earth and showed people how to live, Christians live with *faith*, hope and love, Jesus' life was full of love for God and for people and that is why he died
- how what Christians believe influences the way they live
- all the ways people can show love – *aroa* for each other at home, eg doing little things for others cheerfully like putting on their electric blanket, pegging out the washing, carrying in the groceries from the car, reminding people of something they need to do, ringing an elderly relative to say hello, making a hot drink for a tired parent

##### Take time to

- pray as a family that each member of your family will have the strength to live by what they believe
- name people you know who live with *faith*, hope and love and identify the ways this can be seen in the way they live their lives, tell them about this conversation
- reflect on how you live your own life – what are your priorities? what do you think about first/most each day?
- imagine you had to write 5 rules for life that people could live by – what would you include?
- have a conversation with an older person about what is important to you and how you want to live your life



## Learning Strand – THE HOLY SPIRIT – TE WAIRUA TAPU

### Lesson Focus: Baptism and the Holy Spirit

Through *baptism* people receive the Holy Spirit who strengthens them to believe, to hope and to love. *Baptism* frees people from original *sin* and personal *sin*. The indwelling of the Holy Spirit helps people to grow in *tapu* and *mana* and to be more like Jesus.

#### Talk about

- what we mean by the word *sin*, eg times when people choose to violate *tapu* by being selfish, hurtful and unloving
- how God's *grace* – God's presence and action in the world enables people to avoid, to resist or restore *tapu* by making up for *sinful* actions
- experiences of having the strength – *mana* to resist something *sinful* and ways you can make up for *sinful* actions
- what happens when people *sin* – people's relationships with other people and with God are damaged
- what people can do to live in loving relationships, eg spend time with each other, show concern and care – *manaakitanga* for each other, encourage each other, challenge each other in a positive way, respect each other's needs, share feelings with each other, listen to each other, pay attention to each other, notice how each other is each day, speaking and acting with honesty, truth and faithfulness at all times, sharing good and hard times, taking responsibility for one's actions
- how, if we are in a loving relationship, we try to do what will help it to grow, relate this to our relationship with God – remind children that we are all children of God – te *whānau a Te Atua*



## Learning Strand – CHURCH – Community of Disciples – TE WHANĀU A TE KARAITI

### Lesson Focus: The Church as a Pilgrim People

The Church is a Pilgrim People on a life journey – *Te Wa* towards God. Since the time of the early Church, Christians have used their different gifts to spread the Good News. Within the Church people follow different *vocations* such as the Religious Life, the Single Life or *Marriage*.

#### Take time to

- read the stories about Peter, Paul, Stephen in the *Acts of the Apostles*
- note people today who are persecuted for what they believe
- discuss how the Good News was spread in Early Church times and compare it with how it can be spread today
- encourage members of your family to use their gifts for the mission of the Church, eg become a reader, sing in the choir, make music, arrange the flowers, count the money, type the parish bulletin, do the parish gardens, help with Children's *Liturgy*, visit the sick or elderly in the parish, make things for the mission stall



#### Plan to

- invite a single person, the parish priest or a religious sister or brother for a meal
- pray together that each member of your family will recognise and respond to God's call to them
- include single people in your family or parish in your family celebrations

#### Talk about

- what we mean when we say our Church is a Pilgrim People, eg people on a journey of *faith* sharing experiences, strengthened by prayer, the Word of God, the *Sacraments* and the support of the community on each stage of *Te Wa* – the journey of life
- what it would have been like in the Early Church, what would have been good and what would have been difficult, and the differences between the Early Church and our Church today

## Year 6 Material

### Learning Strand – SACRAMENT – HAKARAMETA

#### Lesson Focus: Confirmed in the Spirit

Catholics refer to signs or *symbols* of Christ's presence as *sacraments*. As Jesus reveals God's presence most fully, we can therefore speak of Jesus as the *Sacrament* of God. As the Church, the Body of Christ, makes Christ visible in the world by carrying on his mission, we can speak of the Church as the *Sacrament* of Christ. The *seven Sacraments* of the Church also reveal Christ's presence because they bring new life, *tapu* and *mana*, healing, strength and love to people.

#### Take time to

- spend time indoors and outdoors being aware of God's presence
- talk about what is meant by *sacrament*, eg a sign that people can see which tells them something about the power and love, the *Mana* and *Tapu* of God who cannot be seen, all of life is *sacrament* because it reminds people of God
- discuss the question – How can people come to know God in the best way? The best and fullest way people can come to know God is through coming to know Jesus – Jesus is called the *Sacrament* of God because he was a human form of God who could be seen
- talk about just how Jesus is the *Sacrament* or sign of God's love – *aroha* and power – *Mana* that people can see, and the Church is the *Sacrament* or sign of Jesus' love and power that can be seen
- invite each member of your family to name the *Sacraments* they have received and recall whom they shared the celebrations with
- talk about why the *Eucharist* is called a *Sacrifice*



#### At family prayer

- invite your child to teach your family the prayer of St Teresa and use it in family prayer, see page 54
- pray together that people will continue the mission of Jesus which is the mission of the Church – prayer, love and care for all people, and celebration of the *Sacraments*
- read a healing story from Luke's or Matthew's gospel

## Learning Strand – COMMUNION OF SAINTS TE KOTAHITANGA O TE HUNGA TAPU

#### Lesson Focus: Mary

From the New Testament we learn that Mary, the Mother of Jesus, is a model of *faith* and discipleship. Catholics honour Mary as the Mother of God, Mother of the Church, and patroness of Aotearoa New Zealand. This honour is expressed in various forms of devotion to Mary.

#### Take time to

- share ideas about Mary's life on earth including the sort of person she was – find and discuss various images of Mary
- talk about why Mary has been called the first and perfect disciple of Christ, eg she was faithful, patient, strong, concerned for justice, courageous, open-minded, holy, trusting and chosen by God
- talk about how Mary's whole life was lived in response to the *Mana* – power of Te Wairua Tapu
- talk about how the Feast of the *Assumption* gives hope to all Christians – that they like Mary will one day share in the fullness of God's *Tapu* and *Mana* in heaven



#### At family prayer

- set up a Mary place for family prayer and include a Scripture story about Mary
- include some of the *traditional prayers* to Mary, eg a decade of the Rosary, see page 55, Mary hymns, the Angelus, a *Mary Litany* compiled by your family and remember to pray to Mary on the feast of the *Assumption*, August 15, as the patroness of Aotearoa New Zealand
- invite older family members to join your family prayer to honour Mary

## Year 7 Material

### Learning Strand – GOD – TE ATUA – IO MATUA KORE

#### Lesson Focus: God's Desire for Humanity

God has created people to grow and change and to live life to the full. Through God's gift of freedom people can do awful things, but through the gift of *grace* people are able to grow in *virtue* and turn from *sin* and in this way to become more like Jesus.

##### In your family-whānau,

- think about, question, share ideas and identify examples in life situations from a selection of the following topics from the lessons
  - \* your heroes and heroines and why you choose these people
  - \* the personal qualities you admire most in people and why?
  - \* the personal qualities you have and identify some you would like to develop
  - \* *sin* and its effects on people's lives as young people see it
  - \* the *sinful* situations around you and how would you go about changing them
  - \* the responsibilities of Christians to the poor and needy
  - \* ways you can exercise your *mana* and use your gifts for the benefit of others
  - \* what you understand by the *Kingdom or Reign of God*
  - \* the implications for the future if God's creation is not respected now
  - \* why lack of respect for creation is wrong and what can be done to stop it



##### Attitudes and behaviours to encourage

- a positive approach to life and growth in personal qualities and *virtues*
    - recognition and affirmation of the personal qualities and *virtues* of others
  - a sense of responsibility for ourselves and others
  - an awareness of the injustice of systems and structures
  - a willingness to use personal gifts for the good of ourselves and others
  - care and concern for all of God's creation as a gift to people
- Reflect on and pray about these topics in your personal and Family Prayer

## Learning Strand – JESUS CHRIST – HEHU KARAITI

#### Lesson Focus: Jesus – Saviour and Liberator

Through his life, death and resurrection, Jesus saves people from *sin* and death. As risen Lord he is with his people, freeing them from all that prevents them from responding as disciples in *faith* and love.

##### In your family-whānau,

- think about, question, share ideas and identify examples in life situations from a selection of the following topics from the lessons
  - \* the experiences people have of being saved or changed
  - \* stories from Scripture of how Jesus saved people from sickness, disability and *sin* to restore their *tapu* and bring them back into a loving relationship with God
  - \* ways people respond when they have had an experience which has changed them
    - include some examples from Scripture, eg Zaccheus, Peter's mother-in-law, the blind beggar
  - \* people who die because they gave their life for another out of love for God and others, eg *Maximilian Kolbe*
  - \* the significance of the resurrection as the greatest event that Christians celebrate, eg because by it Jesus overcame death, hatred and *sin*, restored *tapu*, it made hope in life forever with God possible for everyone, it proves the love of God who raised Jesus is more powerful than death and *sin*, through Jesus' resurrection all people were restored to friendship with God
  - \* what the titles people have tell about them, eg doctor, princess and relate to the titles Christians use for Jesus, eg *Rabbi*, Lamb of God, *Messiah*, Lord – *Ariki*, Christ



##### Attitudes and behaviours to encourage

- a hopeful approach to life
- an openness to change
- respectful use of titles for people

Reflect on and pray about these topics in your personal and Family Prayer

**Lesson Focus: The Holy Spirit in Scripture**

From the Scriptures we learn of the role of the Holy Spirit. Present at the Creation and speaking through the *Prophets*, God's Spirit of love – *aroa* and truth – *pono* was with Jesus and with the early Christians as they walked in Jesus' way, and still remains the life principle of the Church.

**In your family-whānau,**

- think about, question, share ideas and identify examples in life situations from a selection of the following topics from the lessons
- \* the images of people in the Old Testament of what God is like, eg a shepherd, a mother eagle, a gardener, compared with people's images of God today
- \* the experiences people today have of the Holy Spirit – Te Wairua Tapu guiding them
- \* the coming of the Holy Spirit to people when they are baptised
- \* times in people's lives which could be called "desert" times when they were alone and weak and how this prepared them for something later in life
- \* times when people need to trust in God and be open to what God is saying to them through other people and the events of their life
- \* people's need for the healing effect of words and touch of others
- \* what is meant by doing good, people you recognise as those who do good and ask why people try to do good, relate this to the good Jesus did
- \* experiences of times of strength which have helped people to do extraordinary things



**Attitudes and behaviours to encourage**

- words and actions which heal others
- trust in God at all times

Reflect on and pray about these topics in your personal and Family Prayer

**Learning Strand – CHURCH – Community of Disciples  
– TE WHANĀU A TE KARAITI**

**Lesson Focus: The Teaching Church**

The Church is a teacher of God's truth. Jesus was a teacher, and his teaching role was continued by the Apostles. Through the Bishops united with the Pope, the Church carries on this teaching role today. Priests and lay people help the Bishops with this teaching *ministry*.

**Attitudes and behaviours to encourage**

- respect for teachers
- appreciation for the teaching of Jesus Christ
- appreciation for people who prepare others to take on new roles and new work
- respect for the name of Jesus Christ and the good that is done in his name
- respect for authority and people in leadership
- positive response to people who pass on the teaching of the Church

Reflect on and pray about these topics in your personal and Family Prayer

**In your family-whānau,**

- think about, question, share ideas and identify examples in life situations from a selection of the following topics from the lessons
- \* what makes a good teacher and who do you remember as the good teachers you have had – not just in school
- \* why Jesus is seen as a model teacher
- \* the authority people have to teach and how this influences what they teach and how they teach it
- \* the need for people to be prepared for what they are going to do, recall how Jesus prepared the apostles for carrying on his mission on earth in the name of the Church
- \* the people who have the authority to teach in the Church today and where that has come from, parents and families, teachers, priests, bishops and the Pope – all of whom teach in the name of Jesus with his authority
- \* the teaching role of the Bishops united with the Pope and with each other
- \* the role of the Bishop in our *diocese*
- \* the role of the Pope in the world today as the head of the Catholic Church
- \* people who are involved in the teaching *ministry* in the Church in Aotearoa New Zealand today



## Year 7 Material

### Learning Strand – SACRAMENT – HAKARAMETA

#### Lesson Focus: Called for Others

Through the *Sacrament of Holy Orders*, Bishops, Priests and *Deacons* are ordained for the service of the Church. The *Sacraments*, especially the *Sacrament of the Eucharist*, strengthen all God's people for the service of others, and provide meaning and healing in the blessed and broken experiences of life.

#### In your family-whānau,

- think about, question, share ideas and identify examples in life situations from a selection of the following topics from the lessons
- \* the place of *Sacraments* in the life of the Church
- \* the *Sacraments of Initiation* – *Baptism*, *Confirmation* and *Eucharist* prepare people to take their place as members of the Church
- \* the *Sacraments of Healing* – *Penance* and *Anointing of the Sick* give people inner peace and healing
- \* the *Sacraments of Commitment* – *Holy Orders* and *Marriage* consecrate people for important roles of service in the life of the community
- \* the role and responsibilities of people who are ordained to the *diaconate*, to priesthood and to the role of bishop
- \* the *Eucharist* is a source of *grace* and strength – *Mana Atua* for people to go out and live as Jesus did in the world – carrying out Jesus' words at the Last Supper, "Do this in Memory of Me"
- \* how do I love and serve the Lord as we are told to do as we leave the *Eucharist*?
- \* blessed and broken times in people's lives and how God is present in them



#### Attitudes and behaviours to encourage

- appreciation of the place of the *Sacraments* in the life of the Church
- appreciation of the work of *deacons*, priests and bishops
- a willingness to love and serve others
- a supportive caring attitude towards others who are experiencing blessed and broken times in their lives

Reflect on and pray about these topics in your personal and Family Prayer

## Learning Strand – COMMUNION OF SAINTS

### TE KOTAHITANGA O TE HUNGA TAPU

#### Lesson Focus: Choices

With God's gift of *free will* comes the responsibility to develop an informed *conscience* so that we may make life-giving choices for ourselves and others. This is particularly important in areas covered by the Church's teaching on the *sanctity of life*.

#### In your family-whānau,

- think about, question, share ideas and identify examples in life situations from a selection of the following topics from the lessons
- \* the meaning of the gift of *free will* as a gift from God
- \* the *conscience* – *hinengaro* is the part of a person that is their truest self which helps them to decide to do what is right
- \* people grow in *tapu* and *mana* when they make good choices because it is *tika* and *pono*
- \* ways a Christian *conscience* is formed, eg living by the 10 Commandments, the teachings of Jesus in the Gospels, the teaching of the Church, prayer and the good advice of parents, grandparents, teachers and other wise people
- \* the truth of the Bible saying – "Do to others as you would have them do to you" and what differences would be made if people lived by this
- \* the importance of following your *conscience* and difficulties that arise with this
- \* does the way people live their lives affect what happens to them after death?
- \* the importance of respect for the *sanctity of life* – *tapu o te tangata* in relation to abortion, suicide and euthanasia
- \* working for peace and justice is a way of showing respect for life
- \* taking care of your own health and the health of others is showing respect for life



#### Attitudes and behaviours to encourage

- responsible use of *free will*
- treating others as you like to be treated
- making the right decisions according to an informed Christian *conscience*
- respecting the *sanctity of life*
- respecting all living things
- taking good care of one's own health

Reflect on and pray about these topics in your personal and Family Prayer

### Learning Strand – GOD – TE ATUA – IO MATUA KORE

#### Lesson Focus: The Mystery of God

God is a mystery hidden from human understanding. Although God's greatness cannot be measured we know God has a deep personal love for each person and seeks to be in a loving relationship with every one. Christian Tradition reveals God as a Trinity of three persons – Father, Son and Holy Spirit who as one God creates, redeems and sanctifies.

#### In your family-whānau,

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>– <b>Have conversations about</b> <ul style="list-style-type: none"> <li>* The meaning of the word mystery</li> <li>* Mysteries you wonder about</li> <li>* How God is not a mystery to be solved as in a detective story, but the sort of mystery you can always come to know more about – even if you never fully understand.</li> <li>* Ways people deal with the mystery of God</li> <li>* The unique way Christians believe in God – as the Trinity</li> </ul> </li> <li>– <b>Reflect on and share experiences of</b> <ul style="list-style-type: none"> <li>* Personal awareness of God's love in times of trouble</li> <li>* Being aware of how great God's love for each person is</li> <li>* Ways people try to measure the greatness of God</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>– <b>Draw attention to</b> <ul style="list-style-type: none"> <li>* Examples in the media of ways other religions explain the mystery of God</li> <li>* An experience of how people are passing on God's love to a family member at present</li> <li>* Opportunities to respond to God's love in prayer and action</li> </ul> </li> <li>– <b>Recognise and Affirm</b> <ul style="list-style-type: none"> <li>* Student's interest in exploring the mystery of God</li> <li>* Openness to ways other people understand and believe in God</li> <li>* Expressions of God's greatness</li> <li>* Sharing personal experiences of God's love in their lives</li> <li>* Questions about what God is like</li> </ul> </li> </ul> |
|---|---|

### Learning Strand – JESUS CHRIST – HEHU KARAITI

#### Lesson Focus: Jesus: His Values and the Role of Disciples Today

The values Jesus lived by are identified in the Beatitudes. His disciples today are called to live by these values. While Christians today are challenged by original, social and personal sin in their lives they recognise the message of Jesus' forgiveness. Jesus is an advocate for the poor and he calls his disciples to respond to social justice situations such as honouring Te Tiriti o Waitangi in Aotearoa New Zealand. Christians today are called to recognise the significance of the risen Jesus and share this throughout the world.

#### In your family-whānau,

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>– <b>Have conversations about</b> <ul style="list-style-type: none"> <li>* What Beatitude being-an-attitude means</li> <li>* The way the Beatitudes reflect all of Jesus' values</li> <li>* The links between original, personal and social sin</li> <li>* Who are the poor, the weak and powerless today</li> <li>* Ways people can be an advocate for the poor</li> <li>* The Christian view of the Treaty of Waitangi</li> <li>* Why the resurrection of Jesus is such a significant event for Christians</li> </ul> </li> <li>– <b>Reflect on and share experiences of</b> <ul style="list-style-type: none"> <li>* People who are 'living' Beatitudes of compassion, generosity, respect etc</li> <li>* How personal sin contributes to social sin</li> <li>* The healing effects of forgiveness</li> <li>* Standing up for the powerless</li> </ul> </li> <li>– <b>Draw attention to</b> <ul style="list-style-type: none"> <li>* Examples of social sin in New Zealand at present</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>* Ways young people are advocates for the weak</li> <li>* News bulletins which highlight ways people are honouring the Treaty</li> <li>* Behaviour that shows respect for the poor</li> <li>* Why Christians honour Sunday as the day of Jesus' Resurrection</li> <li>* Situations at school which challenge people to be-the-attitudes of Jesus</li> <li>* The need to pray for peace and justice in the world</li> <li>– <b>Recognise and Affirm</b> <ul style="list-style-type: none"> <li>* Incidents which illustrate people's sense of justice</li> <li>* Young people's courage and determination to seek justice</li> <li>* Ways young people contribute to peace at home and at school</li> <li>* Examples in the media of people whose lives are making the world a more peaceful place to live</li> </ul> </li> </ul> |
|--|---|

## Learning Strand – THE HOLY SPIRIT – TE WAIRUA TAPU

### Lesson Focus: The Mission of the Holy Spirit in the Church and in the World

The Holy Spirit opens people's minds to the meaning of Jesus' life, death and resurrection and prepares them to go out into the world and draw others to Christ. People experience Christ through the Sacraments and are strengthened by this to carry on his mission in the world. The Holy Spirit prepares people, cultures and religions to receive the Gospel. The Church is sustained and renewed by the Holy Spirit who works in people to promote ways of living with justice, peace and love.

#### In your family-whānau,

##### – Have conversations about

- \* The role of the Holy Spirit in people's understanding of Jesus' life, death and resurrection
- \* Celebrating the Sacraments is how people experience Christ's saving power
- \* How the Holy Spirit enables people to receive the message of the Gospel
- \* The meaning of inculturation in New Zealand
- Reflect on and share experiences of
- \* Experiencing the presence of Jesus when celebrating the Sacraments
- \* Personal awareness of how the Holy Spirit works through young people
- \* Witnessing the ways people carry on the Mission of Church

##### – Draw attention to

- \* Examples in the media which show evidence of the Holy Spirit working through people to bring peace into conflict situations
- \* Celebrations of the Sacraments which deepen people's awareness of Jesus
- \* Situations which need to be included in prayer

##### – Recognise and Affirm

- \* Young people you know of who promote justice, peace and love
- \* Evidence in young people's attitudes and behaviours that reflects the Holy Spirit working in their lives
- \* Opportunities young people use to contribute to the work of the Church

## Learning Strand – CHURCH – Community of Disciples TE WHANĀU A TE KARAITI

### Lesson Focus: The Living Church

Using images to describe the Church helps people to understand it in different ways. Christians believe the Church is one, holy, catholic and apostolic.

#### In your family-whānau,

##### – Have conversations about

- \* The advantages of using images to talk about the Church
- \* Your own images of the Church
- \* Your understanding of how the Church is one, holy, catholic and apostolic
- \* The relationship the Catholic Church has to the other Christian Churches
- \* Examples of how your family whānau is part of the People of God
- \* How your parish reflects the image of the Church as the Body of Christ
- \* The stage you are at on your faith journey as one of God's pilgrim people
- \* Your participation in the Church – the Community of Disciples

##### – Reflect on and share experiences of

- \* Being really conscious that you are one of the People of God
- \* Supporting others on their pilgrim journey
- \* Feeling strength in unity

- \* Being aware of the universality of the Catholic Church
- \* Ways you have seen family members working to build up the Body of Christ

##### – Draw attention to

- \* What being part of the Body of Christ means for your family-whānau
- \* Examples of young people speaking out about how they value the Church
- \* The faithfulness of the older members of your family-whānau to the Church
- \* How the Church is Catholic and Apostolic

##### – Recognise and Affirm

- \* Students' interest in exploring the mystery of God
- \* Openness to ways other people understand and believe in God
- \* Expressions of God's greatness
- \* Sharing personal experiences of God's love in their lives
- \* Questions about what God is like

## Year 8 Material

### Learning Strand – SACRAMENT – HAKARAMETA

#### Focus: Commitment

Christian marriage is a vocation which calls two people to share their lives and to grow in love and friendship with each other and with God. The Sacrament of Marriage celebrates the commitment between a husband and the wife and unites them to Christ. The rituals and symbols are an important part of the Rite of the Sacrament of Marriage. Commitment to the Christian way of life is supported by prayer and reflection. What we mean when we speak of Eucharist as Holy Communion.

#### In your family-whānau,

- **Have conversations about**
    - \* What we mean when we speak about the vocation of marriage
    - \* The importance of being faithful in every aspect of your life
    - \* The meaning of the word communion
    - \* How receiving Eucharist helps people to be one with Jesus and with each other
    - \* Christian marriage as love-giving and life-giving
    - \* The responsibilities of married people
    - \* What helps to make marriages work out
  - **Reflect on and share experiences of**
    - \* People in your family-whānau who are examples of faithfulness
    - \* Joyful celebrations of the Sacrament of Marriage
- \* People who support others who are married
  - \* What happens when people are no longer able to live in marriage
- **Draw attention to**
  - \* The meaning of the rituals and symbols of marriage
  - \* Members of your whānau who pray and reflect as part of their lives.
  - \* The important step marriage is for people and why
- **Recognise and Affirm**
  - \* People you know who are committed to the Christian life
  - \* Examples of young people who demonstrate faithfulness to their commitments
  - \* Young people who are models of a Christian life for others to follow

## Learning Strand – COMMUNION OF SAINTS

### TE KOTAHITANGA O TE HUNGA TAPU

#### Focus: Life, Death and Christian Hope

The human person is made up of a soul and a body with emotions, intellect and free will. The body of a person dies but the soul, which is the spiritual dimension does not die – it is immortal. At the end of time Christ will come again and bring the Kingdom of God begun here on earth to its fullness. This will mean the end of all sorrow, pain and death. At this time Jesus will judge the living and the dead at the Last Judgement and those who have put their hope in God will share in the fullness of God's Kingdom of justice. Burial Rites for Christian people reflect the hope they have had during their life to share in the resurrection of Jesus. Respect for burial rites of others is important.

#### In your family-whānau,

- **Have conversations about**
    - \* How you recognise the dimensions of a whole human person
    - \* The meaning of mortal and immortal
    - \* What will happen at the Last Judgement
    - \* The importance of hope in the lives of Christians
    - \* Imagining what life after death will be like
    - \* Ways the Kingdom of God is present already on earth
    - \* Living life to the full each day
  - **Reflect on and share experiences of**
    - \* Family-whānau members' deaths and burial services
    - \* People who have died and who have helped to shape and influence you
    - \* Burial rites which are part of a particular culture
    - \* People whom you know who strive to make the Kingdom of God present on earth
- **Draw attention to**
    - \* The gifts God has given the people in your family-whānau
    - \* The fact that we will all experience the Second Coming of Jesus and be judged on how we have lived our lives on earth
    - \* The relationship between how people live and what happens when they die
    - \* People who live every day with Christian hope
    - \* The need to pray for those who have died
  - **Recognise and Affirm**
    - \* Young people who show respect for those who have died
    - \* Sensitivity to people who are dealing with loss and grief
    - \* Young people who take opportunities to care for their souls

## Suggestions for Parents to Use with THE LITURGICAL YEAR MODULE

### Lesson Material Details

The *Liturgical Year* lessons and the lessons for *Feast days* will be done by all classes at the appropriate time of the year

Some lessons have a Children's / Students' Home Activity which will be photocopied from the Teacher's material

### The Following Suggestions are for All Years

#### Take time to

- refer to the Home Activities in the lessons for each season of the *Liturgical Year*
- display a *Liturgical Year* Calendar at home and draw children's attention to each Liturgical season – *Advent, Christmas, Lent, Holy Week, Easter* and *Ordinary Time*
- note the colours used for each season
- mark on the *Columban Calendar* the special *Feast days* – *Pentecost, Ascension, Assumption, All Saints, All Souls* and the *Feast days* of significance for your family, eg birthdays, anniversaries, feastdays
- talk about and make or buy the symbols that go with the seasons, eg the *Advent Wreath*, the *Christmas* crib, a bowl of ashes, a palm, a cross, a candle or an *Easter* egg. Display them on the family prayer focus

#### For family prayer

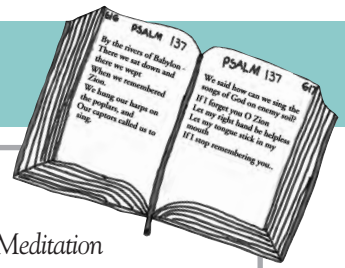
- read the appropriate Bible stories for each season and *feast day*
- make a family prayer focus with appropriate *symbols* for the feast or season, eg an image of Mary for *Assumption* day, a selection of candles for *Pentecost* day
- make a family prayer focus which features the colour of the Liturgical season, eg a purple table mat for *Advent* and *Lent*, a white cloth or scarf for *Easter* and *Christmas*, red for *Holy Week* and green for *Ordinary Time*. A candle of the appropriate colour can be used also
- on *All Souls* day and throughout November display photos of family members who have died and include them in family prayer

#### Plan to

- attend the liturgies in your parish which celebrate the seasons and feasts
- make some of the special foods that go with each season, eg a *Christmas* cake, hot cross buns, pancakes and share them with someone who cannot make them, eg an older person, or a needy family
- talk about and make or buy the *symbols* that go with the seasons, eg the *Advent Wreath*, the *Christmas* crib, a bowl of ashes, a palm, a cross, a candle or an *Easter* egg. Display them on the family prayer focus
- have a small family celebration to mark a *feast day*, eg a special dessert



## Suggestions for Parents to Use with THE PRAYER LEARNING MODULE



### Lesson Material Details

This Learning Module includes 3 sections –

An Introduction to Prayer • *Traditional and Devotional Prayer* • *Imaginative Prayer and Meditation*

A different section of the Prayer Learning Module will be done for one week in 3 terms of each year by all classes.

Some lessons have Children's / Students' Home Activities. These suggestions are for all years.

### For family prayer

- share ideas about what prayer is and name some different ways people pray, eg making up spontaneous prayers, using *traditional prayers*, meditation, praying using music, praying with Bible stories, and prayers using imagination
- set up a family prayer focus including a family photo, a candle, a Bible, something beautiful from creation, eg a shell, a flower, a feather as a reminder of God's presence in creation
- include some of the *traditional prayers* in family prayer, see pages 53– 55
- invite each family member to take a turn at leading family prayer
- let each family member hold the candle as they pray aloud or silently
- use reflective music to pray with
- make up a family *litany* and use various responses, eg In times of happiness, God be with our family; In times of stress, God be with our family; In times of difficulty, Jesus, bring us your peace. For ..... who is having exams now, Give him your wisdom God; For ..... who is sick at present, Give her your healing touch God
- share with children how prayer helps them in their lives

### Plan to

- invite family members to talk about their favourite way of praying
- ask older relations to talk about the ways they like to pray and invite them to teach family members a prayer they know
- set up a family Prayer Board and add items the family could pray about
- choose a situation going on in the world which needs to change, and pray each night as a family about it
- make Prayer part of all that you do – pray in the car, out on a walk, waiting in a queue, on the bus, walking home
- invite each member of the family to bless the family meal

## Suggestions for Parents to Use with SACRAMENTAL CELEBRATIONS LEARNING MODULE

### Lesson Material Details

This Learning Module is designed to provide ideas for teachers and children to use when individuals, classes, family members or members of other classes in the school, or people in the parish are preparing to celebrate any of the following: *Baptism, First Reconciliation, First Eucharist, Confirmation or Anointing of the Sick*

Please note that the *Sacraments of Holy Orders and Marriage* are not included in this Learning Module as they are not usually celebrated with specific school involvement. However if there are times when the school could support people who may be celebrating these *Sacraments* some of the following activities could be adapted.

### Take time to

- be part of the preparation for *Sacraments* that family members are involved in
- draw children's attention to special Sacramental Celebrations in your parish, eg the *Mass of Anointing, Reconciliation*
- make cards for friends or family members who are preparing to receive *Sacraments*
- mark the special *Sacrament* day on a calendar and mark off days until it arrives
- show children the photographs of parents' own Sacramental Celebrations and share memories with them
- invite children to talk about their experiences of Sacramental Celebrations
- attend parish celebrations of *Sacraments*
- share ideas about what each *Sacrament* is about and how people meet Jesus in the *Sacraments*
- decorate a chair for the family member who is preparing to receive a *Sacrament*
- make a special cake to share to mark the celebration
- offer practical assistance to families who may need it, eg loan clothing or make some food for them to have at a family celebration
- if you cannot be present at the celebration send a message or make a phone call to the person to say you are thinking about them on this special day

### For family prayer

- include prayer for individuals or groups of people you know who are preparing to celebrate *Sacraments*
- use *symbols* on the family prayer focus to draw attention to Sacramental Celebrations
- sing the songs from the celebration at prayer time

### Plan to

- make some special food together to share after the celebration
- invite extended family members and *whānau* to be part of the celebration
- make invitations with appropriate *symbols* on them to invite people to the celebration
- think about someone whose family may not be able to celebrate and invite them to join your family celebration

Suggestions for Parents to Use with  
**MYSELF AND OTHERS MODULE – YEARS 1 & 2**  
Life is Wonderful – Taking Care



**Lesson Material Details**

This Learning Module includes material which relates to the Health and Physical Education Curriculum and will be used in conjunction with it.

**Talk about**

- how each person is created and loved by God as a special unique being
- how people can show respect for each person's uniqueness, eg praising the special ways they look, speak and do things, telling them all the things you like about them that makes them unique
- the importance of healthy eating habits
- how each person's body is their gift from God and because of that they need to care for their body and help others to care for their bodies
- how animals reproduce and watch TV programmes about this emphasising the wonder of God's creative plan to keep the world going
- how important it is to keep ourselves safe, at home and school, on the road and near water
- good and bad touching and what to do if someone touches you badly
- what to do if someone you don't know wants you to go with them

**Take time to**

- praise children for good eating choices
- plan meals with children and encourage them to recognise healthy foods
- take children shopping and involve them in the decisions to buy healthy food
- involve the family in exercise, eg a family walk, swim or run, join a sport's club
- plan experiences which care for family members' mental and spiritual well-being, eg a beach walk, a walk in a forest, play relaxing music, have a spa, sit in silence
- notice pictures of baby creatures and talk about the care they would need
- emphasise because all people are part of God's family they need to love and care for each other
- practise what to do in case of fire at home
- teach children how to use emergency phone services properly
- make a list of emergency phone numbers which family members can use in case of emergency
- suggest older family members volunteer to collect for groups who care for others, eg Red Cross, Save the Children, Women's Refuge
- be part of parish out-reach groups for needy people
- use Lotto winnings to buy something for a needy family
- join a local group which cares for Creation, eg The Tree Society, Wildlife Groups

Suggestions for Parents to Use with  
**MYSELF AND OTHERS MODULE – YEARS 3 & 4**  
Life is Precious – Respecting Ourselves and Others

**Talk about**

- how people are made up of a body, a soul, a mind, feelings and social needs, eg the need to share life with others, God created people to live together
- people can take care of their whole self and name ways this can be done, eg taking time to do relaxing things with others, giving time to reading and thinking about important matters, praying and reflecting, watching a movie, sharing a meal
- the differences in all people, especially family members and affirm them for the ways they do things their way
- ways family members can show respect for each other, eg using names respectfully, speaking with gentleness and patience about how to keep safe in the company of others, eg behave in a sensible way, keep the road/pool/school rules – emphasise they are made to keep people safe, respect the rights of others and their property, think about the consequences of your behaviour, ask yourself is this the best thing for me to do?

**Lesson Material Details**

This Learning Module includes material which relates to the Health and Physical Education Curriculum and will be used in conjunction with it

**Take time to**

- borrow a DVD of animal reproduction, watch it together and talk about it, emphasising the wonder of God's process of re-creation
- take time to name what makes good relationships, eg good communication of ideas, facts and feelings, respect for other people – their property and their point of view, care for the whole person, sharing fairly your time and your things, helping willingly, showing love in all ways – in words and actions, saying sorry and starting again
- explain how rules and guidelines are made so people can make good choices and consider the needs of others as well as themselves, eg the road rules, the 10 Commandments and how these guidelines help people to form a Christian conscience
- use informal opportunities as they arise to point out to children the consequences of breaking rules and how it affects others
- include situations which relate to the above suggestions in family prayer attending to the needs of others, listening to others, making time for others
- ways people can keep themselves safe when they are alone, eg keeping the house secure, knowing who to phone if help is needed, knowing where a safe place to go is if needed

Suggestions for Parents to Use with  
**MYSELF AND OTHERS MODULE – YEARS 5 & 6**  
Life is Mysterious – Changing and Growing

### Lesson Material Details

This Learning Module includes material which relates to the Health and Physical Education Curriculum and will be used in conjunction with it

#### Talk about

- speaking respectfully of people's bodies because they are the temples of the Holy Spirit and encourage your children to take care of their bodies, eg have enough rest time, keep yourself clean, dress in suitable clothing for the weather, avoid taking risks that could harm your body
- what makes for good relationships, eg regular clear communication, awareness of each other's needs and how they can be met, expressions of care, concern and love for each other, placing relationships in the top priority of time and energy, constantly reflecting on relationships and making adjustments in your life to help them to develop, supporting other people's relationships and offering them advice
- the pattern of their life journey and offer some wise insights they have learnt, eg enjoying being a young person – being your age and not rushing the growing process, making the best of yourself and your talents, spending time with yourself and tuning into how you are feeling and own your feelings, spending time with people whom you respect and listening to their advice, thinking about what you would like to do with your life and making plans to achieve your goals
- people who are models of good qualities and encourage children to emulate these people, eg people who do not give up when they first fail, people who speak out for the disadvantaged, people who make others feel welcome and valued
- ways people can repair relationships when they break down, eg identify what has caused the problem, talk about what has happened and how people are feeling, express sorrow in different ways and plan what needs to be done to restore the relationship – include prayer in this

#### Take time to

- let children overhear your conversations about how well you think they are growing and developing, eg Sarah has become so thoughtful and responsible in her attitude to ..., Simon is such a help when it comes to .....
- tell your children they are looking good and that you are proud of the way they are growing, the importance of each individual's pattern of growth and development, and avoid comparisons
- be aware of signs of anxiety in family members about the pace or ways of physical change, and offer re-assurance
- remind children about the values your family lives by – the values of the gospel and name them often, eg remember the truth is very important, we try to be honest with each other, let's be a bit more patient with each other, .... is having a hard time at present so we need to care for her more, we are the most important people for each other so look out for each other always
- encourage children to keep a diary of their thoughts and feelings as they grow and change. This will be good to look back on to see how much they have changed and grown
- encourage positive attitudes to change and growth and include prayers for family members related to this at family prayer time
- share photographs and stories of themselves at this age and recall what they found difficult and what they enjoyed
- re-assure children they are loved, not for how they look but for who they are, eg for their gentleness, their sense of humour, their enthusiasm for life, the ways they support others, their common sense, their sensitivity to younger family members
- compliment family members on something they are wearing
- celebrate in a simple way such as make pancakes, have an ice cream, when children achieve a new milestone, eg get in the class team for the spelling competition, or make the school relay, or are named as the most improved player in the team
- identify good qualities and skills people can develop as they grow, eg the ability to plan a task and get it done, the ability to express feelings and ideas clearly and own them, the ability to think through a problem, to look at the consequences of their actions and to ask for good advice





### Lesson Material Details

This Learning Module includes material which relates to the Health and Physical Education Curriculum and will be used in conjunction with it

#### Talk about

- with all family members the need for guidelines and rules and how they are there to promote people's happiness, safety and well being
- how your family cares for and nurtures the physical, emotional, intellectual, social and spiritual needs of all its members and discuss ways family members can take responsibility for their own needs in each of these dimensions
- your children's independence in thinking and behaviour, affirm good decisions and help them to reflect on times they have made the wrong choice, eg what would you do differently if you could have another chance? what else do you need to think about when you are making decisions?

#### Plan to

- buy little gifts of toiletries for your children to try and note what they like and include them in birthday/ Christmas gifts
- meet your son/daughter for some individual time together, eg for a walk on the beach or the park, at a café for a snack and encourage them to talk about how things are going for them. Remind them how much you love them and how you want to share their lives with them. Make a time and place to meet again
- look for opportunities to discuss the importance of taking responsibility for your own behaviour, eg making your own choices and not going along with others because that is what the group wants, thinking about the consequences of your actions before you act, imagining having to tell others what you did and why you did it, praying for the strength to speak against and walk away when you disagree with what is being done or said
- invite all family members to be part of new experiences and challenge them to try things which extend them and tell them how proud they should be of their efforts

#### Take time to

- spend time with your daughter/son individually talking about how they are changing and growing and how they are feeling about this
- give your son/daughter some suitable material to read and think about related to change and growth, arrange a time to talk about this and plan together what you can do to help them deal with it. Emphasise the sacredness of life and the importance of people's sexuality and how it is expressed. Tell them you respect their privacy and that you will not discuss this with others
- remind your children about modesty and respect for their body and for other people's bodies, eg bring to their attention how hurtful comments about people's bodies can be
- let your children overhear you talking about the qualities they have and how much you value them, eg I really enjoy seeing ..... talking to gran, he listens so patiently and is so concerned for her, Did you notice how hard ..... is trying with her maths? Her efforts are really paying off, she is improving so much. She won't let it beat her – I like the way she sticks with things
- tell your children how you are enjoying watching them grow to be the person God wants them to be and avoid negative comments about skin, body shape, voice
- explain to your children how each person has the ability to create new life but that this is best done when people are mature enough to deal with the on-going responsibility of raising children, when they are in a loving permanent *marriage* relationship, have the resources and stability to provide a home and loving care for children
- remind your children that their own *conscience* is sacred and that all their decisions must be made in keeping with their *conscience* which has been formed by the Christian guidelines, eg the Beatitudes, the Commandments, and the teachings of the Church
- notice your daughter/son's personality developing and name the traits you see, eg You are developing such a good sense of humour, I like doing things with you – your enthusiasm is great! Have you noticed how you are sometimes a bit hesitant to take on something new – it's good to give things a go! I'll bet if you tried you could do it so well! So many people tell me what a good person you are to work with – you've always been cooperative, it's such a good trait to have
- watch a DVD with your children and when it is finished invite them to comment on what they liked/disliked about it. Point out situations of injustice, exploitation of people, and examples of the values people live by which cause difficulties for others
- draw children's attention to situations in the media of people who show respect for others, people who are wise and aware of the needs of others, and people who recognise others who need help to grow to be the people God created them to be
- remind your children how much God loves them and values them as they are and encourage them to be confident, stand tall and try their best
- affirm your children's efforts as well their results



## GLOSSARY – GENERAL TERMS

**Acts of the Apostles:** This book is found in the New Testament immediately following the four Gospels. It is a sequel to the Gospel of Luke, written by the same author. It was written to show how, under the influence of the Holy Spirit, Jesus' first followers spread his Gospel "not only in Jerusalem but throughout Judea and Samaria and indeed to the ends of the earth". It is mainly concerned with the activities of St Paul and St Peter.

**Advent:** From the Latin *adventus* meaning "coming". This is a four week season immediately preceding Christmas. It is a period of joyful preparation for the coming of Christ at Christmas (the Incarnation) and for his Second Coming at the end of time.

**All Saints:** The feast day of All Saints is celebrated on 1 November to honour all the saints known and unknown.

**All Souls:** The feast of All Souls is celebrated on 2 November for all deceased Christians that 'they may rest in peace'. Catholics are encouraged to pray on this feast day for their departed relatives and others (see entry on Communion of Saints).

**Anointing of the Sick:** The Sacrament of the Anointing of the Sick is for any of the baptised who are ill, or frail because of old age, or those facing a major operation. The priest anoints them with oil so that they may be strengthened by Christ's healing power. The Sacrament may be administered anywhere that is appropriate. Sometimes the Sacrament of Anointing occurs with the celebration of the Eucharist after the homily. This Sacrament should not be confused with viaticum which is the offering of holy communion to those about to die.

**Apostles Creed:** A statement of belief from the early centuries of the Church. It was once thought that this creed was written by the Apostles but that has been disproved. There is evidence that the Apostles' Creed was being used in Baptismal rites by the early 5th Century. It is shorter and simpler than the Nicene Creed, and includes a clause on the doctrine of the Communion of Saints.

**Ascension:** This is the name given to Christ's going to heaven forty days after his resurrection (Mark 16:19, Luke 24:51 and Acts 1:9,11). Christ's ascension marks the completion of the stage of salvation history that started with the Incarnation. Following the ascension, Christ reigns in glory 'seated at the right hand of the Father' until he comes again 'to judge the living and the dead'. Christ's ascension is a forerunner and pledge of our own.

**Assumption:** This is the dogma that the Blessed Virgin Mary was taken (assumed) body and soul into heaven at the end of her earthly life. It was promulgated by Pope Pius XII in 1950,

and is the only dogma proclaimed since the decree on papal infallibility in 1870. Mary's Assumption is a sharing in the Resurrection of her Son and an anticipation of the resurrection of others. The Assumption is celebrated liturgically by a Feast Day on 15 August. It is the chief patronal feast for Aotearoa New Zealand.

**Baptism:** "is the basis of the whole Christian life". With Confirmation and Eucharist it makes up the Sacraments of Initiation through which a person is fully initiated into the Catholic Church.

The term baptism comes from a Greek word meaning to "plunge" or "immerse". This refers to the ceremony of baptism by which a person is immersed in water or has water poured over them. This immersion is a symbol of the new Christian's burial (to sin) with Christ and their resurrection with Christ as "new creatures".

This new birth in the Holy Spirit joins the newcomer to the Body of Christ, and makes them sharers in the mission of the Church.

Before the time of Christ Jewish religion used immersion baptism as a purification rite and as a rite of entry for converts to Judaism. John the Baptist practised a baptism of repentance which Jesus, who was 'without sin', underwent to emphasise his identity with sinful humankind. The early Church following Jesus' command (Mark 16:15-16) baptised "in the name of the Father and of the Son and of the Holy Spirit." (see Acts 2:37-41).

Although immersion seems to have been the common form of baptism in the early church, the practice of baptism through the pouring of water soon arose. Both forms are used by the Catholic Church today.

**Christmas:** Our word Christmas has its origins in the Anglo Saxon *Cristes Maess* (Christ's Mass). From early times the Church celebrated the Feast of the Nativity with a special mass.

**Columban Calendar:** A popular liturgical calendar sold in Catholic Churches and found in many Catholic homes. It is produced to support the work of St Columban's Missionary Society, a society of missionary priests. The calendar features paintings on religious themes, many by famous artists.

**Communion of Saints:** This term has two closely linked meanings: communion 'in holy things' and 'among holy people'. The first meaning refers to the 'goods' shared by all members of the Church, such goods as the faith itself, the sacraments – especially the communion brought about by the Eucharist, the graces of the Holy Spirit, stewardship and charity. The second meaning refers to the belief of the Church that all of its members are joined in one great unity (in Christ) of belief and worship of God. This includes those now living, those who

have died and are undergoing purification and those already with God. Thus, Catholics pray for the dead and to the saints for intercession. (See Theological Focus for Communion of Saints Strand.)

**Confirmation:** With Baptism and Eucharist, Confirmation is one of the Sacraments of Christian Initiation. “By the Sacrament of Confirmation the baptised are more perfectly bound to the Church and enriched with the special strength of the Holy Spirit.” In the early Church, the Sacraments of Initiation were received in one continuous celebration – Baptism, Confirmation and first reception of Eucharist. This practice has been restored for adult catechumens in the Rite of Christian Initiation of Adults.

For those baptised as infants Confirmation takes place at a later age. The Minister of Confirmation is usually the Bishop who confers the Sacrament by anointing with oil of chrism and the laying on of hands while saying the words “Be sealed with the Gift of the Holy Spirit”.

**Confiteor:** Latin for ‘I Confess’. This is an optional prayer that forms part of the Penitential Rites at the beginning of the celebration of the Eucharist. It is recited by the priest and congregation and begins with the words “I confess to almighty God and to you my brothers and sisters ...”.

**Conscience:** Conscience is the innate ability of a person to judge what is right and what is wrong. It helps a person choose to do something because it is good or to avoid doing evil. It may also bring a person to realise that they have already done wrong and so lead the person to repentance and conversion of life. Conscience is the core of a person, their truest self. Conscience needs to be formed through prayer and reflection on the word of God, by listening carefully to the teaching of the Church, and through the example and advice of responsible people. Formation of conscience needs to continue throughout the whole of life. When the Church teaches that a person is seriously obliged to act according to their conscience, it assumes an informed conscience which is always open to ongoing conversion. This is a demanding process of growth, but without it a person remains morally immature.

**Covenant:** A solemn agreement often involving the taking of an oath by the parties concerned. In the Old Testament there are a number of instances of God making a covenant with people, eg Noah (Gen. 9) and Abraham (Gen. 17). The most important was the Sinai Covenant. This defined the people of Israel by their relationship with God. Led by Moses the people promised, ‘All that the Lord has said we will do’ (Ex. 19:8). In return God promised, ‘I will be your God and you shall be my people’ (Lev. 26:12). God remained ever-faithful to the Covenant even though the Israelites had to be continually called back to it by the Prophets. The New Covenant, inaugurated by Jesus (see Luke 22:20) does not revoke the Old Covenant, but fulfills it.

**Deacon/Diaconate:** A deacon is a member of the diaconate, one of the three forms of the Sacrament of Holy Orders – along with priests and bishops. In recent centuries men were ordained to the diaconate as a transitional stage before ordination to the priesthood. The Second Vatican Council (1962–65) restored the permanent diaconate, which had existed in the second and third centuries. Scholars dispute whether or not the diaconate

in the early church was open to women as well as men. The diaconate today is restricted to men. Permanent deacons have a ministry of service. Their functions vary according to the needs of the local Church. Deacons may preach, teach, officiate at weddings and funerals but they do not hear confessions or preside at the Eucharist. Not all dioceses have chosen to have permanent deacons.

**Devotional prayer:** This is a style of non-liturgical prayer, sometimes referred to simply as “devotions” that promotes piety or devotion to God. The Rosary and the Stations of the Cross are examples of devotional prayers.

**Diocese:** A diocese is a Catholic community, usually with clear territorial boundaries, established by Church authority and entrusted to the pastoral care of a Bishop. Each diocese is more than an administrative sub-division of the universal church. It is a ‘Particular Church’ possessing all the necessary features or marks of the Catholic Church when it is in communion with other Particular Churches, and especially with the Particular Church of Rome, whose Bishop is the Pope. A diocese is usually subdivided into parishes.

**Easter:** The Feast of the Resurrection of Christ, the oldest and most important Christian celebration. The Easter season begins on Easter Sunday and extends until Pentecost, fifty days later.

**Eucharist:** This word comes originally from a Greek word for thanksgiving. It is used by Catholics today in several related senses:

- 1) in reference to the Sacrament of the Eucharist, the central Catholic act of worship referred to by the Second Vatican Council as ‘the source and summit of the Christian life’. The celebration of the Eucharist is a memorial banquet of Christ’s death and resurrection, his sacrifice for the salvation of humankind. It is a sign of unity in which the faithful join with Christ in the Spirit to offer thanks and praise to God.
- 2) the celebration of the Eucharist is often referred to as ‘the Mass’.
- 3) in a more restricted sense it is used to refer to the second part of that celebration, the Liturgy of the Eucharist, which follows the Liturgy of the Word and contains the Eucharistic prayer.
- 4) it is also used to mean the consecrated bread (the host) and wine, the body and blood of Christ. Thus people may speak of ‘receiving the Eucharist’.

**Faith:** For a Christian, faith is a personal commitment of the whole person to God, in response to God’s self-revelation in Jesus Christ. It is both a supernatural gift from God and an act of human free will. Faith may be thought of as having three dimensions – believing, trusting and doing. The believing dimension is the intellectual aspect of faith, by which the mind gives assent to certain beliefs or doctrines about God. The trusting dimension is the personal relationship with God manifested in prayer. The doing dimension is seen in the works of charity and justice performed by people of faith in response to the will of God. Another feature of faith is that it can grow and develop as people travel the journey of life. (See page 22 Curriculum Statement).

**Feast days:** From a Latin word meaning festival or 'joyful day', feast days are days in the liturgical calendar which commemorate significant events in the life of Christ, the saints, or the Christian people. Sunday, the day of the Lord's Resurrection is the original feast day.

Feast days are classed as either 'moveable' (eg Easter) because the date varies, or 'immovable' (eg Christmas) with a fixed date.

In the calendar in use since Vatican II the term 'feast' is a technical term for days that are less important than 'solemnities' such as Easter but more important than 'memorials', most saints days.

**First Eucharist:** Also referred to as First Holy Communion. This is the culmination of the Sacraments of Initiation when a Christian receives the Eucharist for the first time. In recent times children have usually received Eucharist for the first time around age 7–8.

**First Reconciliation:** As Church law requires that children must go to the Sacrament of Reconciliation or Penance before receiving Holy Communion for the first time, children are generally prepared for first Reconciliation around age 7–8.

**Free will:** is the human faculty or ability to choose between courses of action. Catholic Church teaching is that humans were created by God as rational beings free to choose between good and evil. This freedom is not removed by God's grace. People are responsible for their actions in so far as they are truly voluntary.

**Fruits of the Spirit:** St. Paul in his letter to the Galatians contrasts qualities to be found in those led by the Spirit with qualities found in those yielding to self-indulgence. To the nine listed by Paul, three have been added by tradition to provide twelve "fruits of the Spirit"; love, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control, chastity.

**Grace / Gracious:** When we speak of God as 'gracious' we are referring to the mercy and compassion of God who showers his creatures with love and grace. In its primary meaning "grace" refers to God, who desires to communicate to human beings not just the gifts of creation, such natural and beautiful things as human life and health, family and friends and all the wonders that make up our world, but God's very self and life. "Grace" is God's giving of himself to us. It is the gift which allows us to share in God's very own life and it occurs in the gift of Jesus and the Holy Spirit for our salvation. Grace means we live in God and God lives in us because Jesus sends the Holy Spirit to gather us "in Christ", to be the Church, the Temple, the very dwelling place of God on earth.

Grace is thus the life, the presence and action of God among us. It is a supernatural gift which heals and elevates our human nature, gradually restoring us to our integrity as human beings and enabling us to share God's life. In spite of all calamities, sorrows and sufferings flowing from our fallen natural world and from human sinfulness, at its deepest level, nature remains benign rather than malign. Even after the Fall and original sin, we can speak of "God's good creation". A central Catholic insight is that, although we are fallen, we live in a grace-filled world. God has our best interests at heart. God constantly offers us the new life of grace which, through our free acceptance and co-operation, will not only make us

God's friends but will gradually restore us and our world to its full natural integrity and beauty. This gracious providence of God is well described by mystics like Julian of Norwich who, after one of her visions or 'showings', wrote that it had been revealed to her that 'all manner of thing shall be well'.

**Heaven:** is a state of being in blessed community and perfectly incorporated, eternally, with God. It is hard for us to conceive of Heaven. As St Paul puts it:

"What we see now is like a dim image in a mirror: then we shall see face-to-face." (1 Cor 13:12) Heaven, then, is being face-to-face with God. Or to put it another way, it is union with God. It is a state of literally unimaginable joy or bliss. As St Paul says:

"What no one ever saw or heard; what no one ever thought could happen, is the very thing prepared for those who love God." (1 Cor 2:9)

Heaven is living on in love, eternally. Among the most vivid images of Heaven are those found in the Book of Revelation, especially in Chapters 21 and 22. Heaven is the love of God enveloping all creation. It is 'the ultimate end and fulfilment of the deepest longings, the state of supreme definitive happiness.' Heaven is a communion not only with the Holy Trinity, but also with the Virgin Mary and 'all the angels and saints' including our loved ones who are with God.

**Holiness / Holy:** The quality of being holy, sanctity. It pertains to God. Believers have always realised that God is greater than their imaginings. No words, images or concepts can ever adequately describe God. It is this complete transcendence or 'otherness' of God that is captured in the words 'holy' and 'holiness'. Strictly speaking only God is holy. This is recognised in the worship of the Church when the faithful gather to praise the all-holy one. Thus the words of the Sanctus in the Eucharistic prayer which are drawn from the Prophet Isaiah (6:3) "Holy, holy, holy Lord God of power and might, heaven and earth are full of your glory". Traditionally certain people, places and things have also been regarded as holy because of their relationship with God. Saint Irenaeus spoke of the glory of God being people who are fully alive and this is also reflected in John 10:10 "I have come that they may have life, and have it abundantly".

Thus we speak of chalices as sacred (holy) vessels, churches or shrines as holy places and saints as holy men and women. Similarly we speak of the Church as holy.

In all these examples it must be understood that the holiness derives not from the things or people themselves, but from their association with God through the Holy Spirit. God, of course, although utterly transcendent, is also immanent or nearby, a God-with-us, always calling us into closer union. The Second Vatican Council in its Dogmatic Constitution on the Church emphasised that this call to holiness is extended to all – "all Christians in any state or walk of life are called to the fullness of Christian life and to the perfection of love, and by this holiness a more human manner of life is fostered also in human society" (LG 39).

So Christian holiness as modelled to us by the saints involves living in faith, hope and love.

**Holy Orders:** The Sacrament by which one is received into the ministry of the diaconate (deacons), presbyterate (priests) or episcopacy (bishops). Those who have received this Sacrament are referred to as ordained ministers.

**Holy Week:** The week from Passion Sunday to the Easter Vigil inclusive, that commemorates Christ's last days on earth, including the paschal mystery of his death and resurrection. The main celebrations are: Passion (or Palm) Sunday which centres on Christ's entry into Jerusalem; the Chrism Mass at which oils are blessed; Holy Thursday on which the evening Mass of the Lord's Supper is celebrated, including a ceremonial washing of the feet; Good Friday on which the Eucharist is not celebrated but rather a solemn Passion Liturgy which includes a Veneration of the Cross; and the Easter Vigil on Saturday night.

**Imagination – Prayer of:** In this way of praying the imagination is called into play, either by someone leading others in prayer, or by someone praying alone. An example would be when a person imagines himself or herself to be present in a scene from a gospel and uses that as a springboard for talking and listening to God.

**Judgement:** is a faculty that allows a person to make critical distinctions and so form balanced viewpoints or make good decisions. Judgement is also a verdict or formal decision made in a court of law or by a judge or panel of judges. Christians speak of God's judgement of the individual after death as the particular judgement, while that at the end of time is known as the general judgement.

**Kingdom or Reign of God:** The Kingdom or Reign of God is a term used in both the Old and New Testaments to describe the saving and life-giving rule of God over creation and human history. The preface for the liturgy of the Feast of Christ the King describes it as "an eternal and universal Kingdom: a Kingdom of truth and life, a Kingdom of holiness and grace, a Kingdom of justice, love and peace". In the Lord's Prayer Christians pray that this Kingdom may come "on earth as it is in Heaven". On the one hand Jesus ushered in the Kingdom with his presence on earth (Mark 4:30-32) while on the other hand the Reign of God will not be experienced in all its fullness until Christ comes "again in glory to judge the living and the dead". (Mark 13:26-27). Christians are called on to take responsibility, both in the personal and the public spheres, for trying to foster the reign of justice and peace in their own times and situations.

**Lent:** From a Middle English word meaning 'springtime' (in Northern Hemisphere) the term Lent denotes a period of forty days of fasting, prayer and almsgiving in preparation for Easter.

**Litany:** A form of prayer consisting of a series of petitions or invocations each followed by a response. Litanies have been part of Christian tradition from very early times. The Kyrie or 'Lord Have Mercy' with the interchange between priest and people is an example of a brief litany. The Litany of the Saints, recited at the Easter Vigil, is another well-known example of a litany.

Holy Mary Mother of God	Pray for Us
Saint Michael	Pray for Us
Holy Angels of God	Pray for Us
Saint John the Baptist	Pray for Us.

**Liturgical Year:** Known also as the 'Liturgical Cycle' or the 'Church Year'. The Liturgical Year is the pattern of seasons and feast days which occurs each year and is celebrated mainly in the liturgy or official public worship of the Church. In the liturgical year the various aspects of the one Paschal

Mystery unfold. For 'although the sacred liturgy is principally the worship of the divine majesty it likewise contains much instruction for the faithful'. (Constitution on the Sacred Liturgy – Vatican II – N.33)

The seasons are Lent, Easter, Advent and Christmas, and the major feasts are those associated with these seasons and with the life of Christ, Mary, the Saints, and the Church. The periods that fall outside the seasons are known as Ordinary Time.

**Liturgy:** From the Greek leitourgia meaning public work or public service, this term in Christian tradition came to mean the official public worship of the Church. In the liturgy all the faithful are caught up with Christ in his priestly office in celebration of his saving work. Although applied primarily to the celebration of the Eucharist, the term liturgy includes other official rites and prayers of the Church. The Second Vatican Council in a famous phrase referred to the liturgy as "the summit toward which the activity of the Church is directed; it is also the font from which all her power flows" (S.C.10).

**Liturgy of the Word:** This is one of the major parts of the Mass. It includes everything from the first reading to the Prayer of the Faithful. At the Sunday Eucharist there are three readings. An Old Testament reading is followed by the singing of part of a Psalm and then a second reading from one of the Letters or the Book of Revelation. A Gospel acclamation then precedes the Gospel reading which is followed by the homily, the Creed and the Prayer of the Faithful. The Liturgy of the Word is preceded by the Entrance rite and followed by the Liturgy of the Eucharist.

**Mass of Anointing:** – see entry on Anointing.

**Marriage:** The term for the Sacrament of Marriage. This Sacrament which the spouses minister to each other, is regarded by the Catholic Church as a covenant in which a man and a woman establish a life-long partnership for their own well-being and for the procreation and up-bringing of children.

**Maximilian Kolbe:** St Maximilian Kolbe (1894 – 1941) was a Polish Franciscan priest. As a prisoner in the Nazi concentration camp at Auschwitz he volunteered to take the place of a young father condemned to execution. He was canonised by Pope John Paul II in 1982. His feast day is 14 August.

**Meditation:** Meditation is mental prayer. It is silently thinking about a passage of scripture or some other book, or an icon or an object, or repeating a mantra as a way of being led into communication with God.

**Messiah:** Taken from a Hebrew word meaning 'anointed one', a title applied in ancient Israel to kings, priests and sometimes to prophets. By the time of Jesus, many in Israel had the expectation that God would raise up a leader from the House of David, their greatest king, to be the Messiah who would rescue them from their afflictions. Some understood this in terms of political liberation, others in a more strictly spiritual sense. Messiah, was translated in Greek by the term Christos. Hence Jesus' title, 'Christ', can be translated as 'the anointed one', or 'the Messiah'. Jesus' disciples came to realise that he was in the fullest sense of the term, the one promised whom 'God has made both Lord and Messiah' (Acts 2:36).

**Ministry:** From the Latin *ministerium* meaning ‘service’, a ministry is a work of service by a member of the Church. In Catholic usage today ministry in a strict sense refers to the work of those officially appointed by the Church to a particular role, eg ordained ministers or Extraordinary ministers of the Eucharist. More broadly the term is often applied to a range of tasks in music, pastoral work, religious education, care of the sick, etc. carried out by lay people in fulfilment of their baptismal calling.

**Nicene Creed:** A creed is a profession of faith or a statement of belief. The word itself comes from the Latin ‘*credo*’ which means ‘I believe’. From very early in its history the Church found it useful to have brief summaries of its beliefs. These creeds were intended especially for candidates for Baptism. One of the most important creeds is the Nicene Creed which is professed by Catholics during the Sunday liturgy. It is so called because it has its origins in the Council of Nicea of 325, and the Council of Constantinople of 381. (It is sometimes referred to as the Niceno – Constantinopolitan Creed).

**Ordinary Time:** The days in the Church calendar that are not included in the seasons of Advent, Christmas, Lent or Easter. Ordinary Time falls into two distinct periods; the five to eight weeks between Epiphany and Ash Wednesday – the beginning of Lent, and the twenty-three to twenty-seven weeks from Pentecost to the Feast of Christ the King. The liturgical colour for Ordinary Time is green.

**Penance:** Prayer or work performed to express sorrow for sin. In the Sacrament of Penance or Reconciliation penance is performed at the direction of the priest after receiving the Sacrament.

**Pentecost:** The word comes from the Greek meaning “the fiftieth day”. It is the name given to the descent of the Holy Spirit on the apostles fifty days after Easter (see Acts 2:1-41). It is also the name for the feast day in the liturgical calendar that celebrates this event.

**Preparation of the Gifts:** A rite in the celebration of the Eucharist which bridges the Liturgy of the Word and the Liturgy of the Eucharist. Its purpose is to prepare the altar, the gifts and the community for the offering to come in the Eucharistic Prayer. During the Presentation of the Gifts, the Bread and Wine are brought forward to the altar along with the collection of money or other gifts. (This rite was formerly known as the Offertory.)

**Prophets:** The Old Testament prophets were people called and inspired to speak on behalf of God. They did not focus primarily on predicting the future. Rather they spoke God’s word for the present. They called their people back to be faithful to the Covenant with God that gave them their identity. Prophecy flourished during the 8th–6th Centuries B.C. The best-known prophets are those whose names are given to specific books of the Bible, but there were others also regarded as prophets.

**Purgatory:** The Church gives the name Purgatory to the purification of those who have died and are not yet ready to enter Heaven to be with God and the blessed for eternity.

Based on a passage (2 Macc 12:45) in the Book of Maccabees the Church has long honoured the dead and prayed for those undergoing purification before entering Heaven. These are remembered particularly on All Souls’ Day.

**Rabbi:** An ancient Hebrew title of respect still in use today, for a teacher of the Jewish Law. The title or its equivalent, “Rabboni”, is applied occasionally to Jesus in the Gospels.

**Requiem Mass:** This is the traditional name for a Mass celebrated for the dead. It was the first word of the opening hymn in the Latin Rite Mass. It means rest.

The official name for a Requiem Mass today is The Mass of Christian Burial or the Mass for the Dead, or simply the Funeral Mass.

**Ritual:** The word ritual generally means set ways of doing things. In religious terms therefore one of its meanings is virtually identical to that of rite. Ritual can also mean the whole body of rites in use in the church. Thus there is a text called the Roman Ritual which lays down general principles for worship in the Catholic Church.

**Sacrament:** In its broad sense the term sacrament refers to ways in which the invisible saving power of God is made visible through created things. But properly speaking a sacrament is ‘a visible sign of invisible grace’. Thus the Second Vatican Council spoke of Christ as the sacrament of God, and the Church as the sacrament of Christ. In particular it refers to the seven sacraments of the Church which are signs and instruments of Christ’s grace.

**Sacraments of Commitment:** A term for the Sacraments of Matrimony and Holy Orders which are also called Sacraments of Service.

**Sacraments of Healing:** A term for the Sacrament of Anointing of the Sick and the Sacrament of Reconciliation or Penance.

**Sacraments of Initiation:** A term which includes the Sacraments of Baptism, Confirmation and Eucharist by which people are initiated into full membership of the Catholic Church.

**Sacraments Seven:** The seven Sacraments of the Catholic Church are: Baptism, Confirmation, Eucharist, Penance, Anointing of the Sick, Holy Orders and Matrimony.

**Sacrifice:** In the celebration of the Eucharist the Church remembers and represents Christ’s freely offered self-sacrifice on behalf of all. The sacrifice of Christ embraces his whole attitude throughout his life as well as his surrendering of his life at the end.

At the Passover the sacrifice of a lamb was part of a covenant between God and the Children of Israel by which they were led from slavery to a new life of freedom. So the Church celebrates the new covenant in which the sacrifice of Jesus, ‘the lamb of God who takes away the sins of the world’, marks another movement from slavery to sin and death, to freedom and new life with God. In the Eucharist the whole Church, the living and the dead, unite the sacrifices of their own lives to that of Christ in an offering to God.

**Sanctity of life:** The sanctity or sacredness of life is a key principle of Catholic Social Teaching stemming from the 5th Commandment – “You shall not kill”. Life is a gift from the creator in whose image each human person is created. God alone is the Lord of life and we are not free to dispose of human life, our own or others, at will. For this reason the Church calls on all to respect life, and opposes actions such as murder, euthanasia, and abortion, which do not.

**Sin / Sinful:** Sin is a ‘failure in genuine love for God and neighbour...’. As such sin is something that harms, or even breaks, our relationship with God and with other people. Through Revelation we know of God’s desire to be in a relationship of love with his people, and for people to ‘love one another as I have loved you’ (John 13:34). When we understand this we can appreciate that ‘sin is an abuse of the freedom that God gives to created persons so that they are capable of loving him and loving one another’ (CCC n. 387). Sin may be personal or social. Social sin is the name given to unjust structures, institutions or customs created by an accumulation of personal sins that create a climate which leads people into evil. An example would be unjust laws which foster racial or religious persecution.

As for actual or personal sins, there are many ways in which people can harm their relationship with God and others – many varieties of sin. Some however are obviously more serious than others. Traditionally the Church has spoken of mortal and venial sins. A mortal sin is a serious break in our relationship of love with God, neighbour, world or self. It is a selfish and deliberate NO to God and others. Again, the tradition teaches that for sin to be mortal three conditions must be met; there must be serious matter, full knowledge and full consent. (see also Original Sin – glossary Curriculum Statement p. 41)

Venial sins while they do not turn us radically away from God and others, are still serious in that they are selfish acts which damage our relationships.

Sin is a reality which must be recognised for what it is. What must also be recognised is that, powerful as sin is, the love and mercy of God is more powerful still. The ever-merciful God is constantly calling his people to be reconciled with him and with each other.

Through the Sacrament of Penance the Church provides people with the opportunity to acknowledge their sinfulness and to turn again and be reconciled with God and neighbour. Reconciliation is a means of healing brokenness and setting relationships right, not being troubled with unnecessary guilt, but resting secure in the love of God.

**Spirit of God:** Another title for the Holy Spirit, the third person of the Holy Trinity.

**Spirit of Truth:** Another name for the Holy Spirit, the third person of the Holy Trinity.

**Symbols:** Signs and symbols are vital to the way people communicate and find meaning in life in all human cultures. Sometimes the terms sign and symbol are used inter-changeably but it is possible to distinguish between them on the basis of the degree of complexity involved.

Thus a sign may be defined as a simple indicator that has one

meaning and can exist on its own, eg → meaning follow the arrow.

A symbol goes beyond the obvious and may have many meanings depending on the experience and culture of the person interpreting it. Symbols often involve our feelings, eg a national flag. Symbols have the capacity to help human beings transcend or go beyond the limits of their existence. They are therefore very important for religion.

Symbols are particularly important in Catholicism because of its highly developed understanding of Sacrament and sacramentality (see above).

So symbols such as the use of water for Baptism, or Jesus’ reference to himself as ‘the Bread of Life’, are an integral part of a Catholic understanding of life.

All the Sacraments of the Church are actions of Christ celebrated through symbols that point to and actually bring about a deeper reality.

**Traditional prayer:** These are prayers that have been handed down the generations, eg the Psalms, the Our Father and the Hail Mary.

**Treaty of Waitangi:** The Treaty of Waitangi signed in 1840 marks the beginning of Aotearoa New Zealand as a nation. It provided for the lawful and peaceful settlement of immigrants in this country and gave strong guarantees to Māori that their special status as tangata whenua (original inhabitants) would be respected. The Treaty is regarded as a covenant, creating a spiritual bond between Māori and non-Māori. The bicultural relationship it established was intended to be one of partnership and equality, exercised with the utmost good faith. The New Zealand Catholic Bishops, in their statements on the Treaty in 1989 and 1995, called on all to recognise past and present injustices, to enter into just settlements in compensation and to heal the wounds caused by breaches of the Treaty.

**Virtue:** An enduring quality of character or intellect, by which a person is enabled to live a praiseworthy life according to reason and faith. A virtuous person is one who freely practices good. Four of the human virtues – prudence, justice, fortitude and temperance – are called cardinal virtues because they play a pivotal role, with all the other virtues grouped around them. The human or moral virtues are rooted in the theological virtues of faith, hope and charity.

**Vocation:** The word vocation comes from the Latin vocare – to call, and so means a calling from God. In the past this was sometimes rather narrowly understood in terms of a vocation to priestly or religious life. Recently the Church has emphasised the common vocation of all the Baptised. Thus Pope John Paul II “All the faithful of Christ of whatever rank or status are called to the fullness of Christian life and to the perfection of charity; all of Christ’s followers are invited and bound to pursue holiness and the perfect fulfilment of their own state of life”. (On the Vocation and Mission of the Lay Faithful in the Church and in the World, 1989.)

Within this universal or general vocation each Christian may have a calling to a particular vocation; marriage, the single life or to priestly or religious life. (See holiness above).



## GLOSSARY – MAORI TERMS

ˈ indicates stressed syllable      – long vowel sound eg Whánu

<b>Aroha:</b> úh-ro-huh	In general, means love and/or compassion. Note that the word is used in two senses: 1. a joyful relationship involving the expression of goodwill and the doing of good, empathy. 2. sympathy, compassion towards those who are unhappy or suffering.	<b>Pono:</b> páw-naw	Integrity, sincerity, truthfulness. To be faithful to what is tika or right.
<b>Hauora:</b> huh-oo-aw-ruh	A state of complete physical, mental, social and spiritual well-being	<b>Rangimarie:</b> rung-ee má h ree-eh	Peace
<b>Hohou Rongo:</b> háw haw-oo ráwng-awe	The restoring of tapu and <i>mana</i> , by a process of reconciliation which involves acknowledging violations, accepting responsibility and giving redress. When written with initial capital letters, Hohou Rongo, it refers to the Sacrament of Penance or Reconciliation.	<b>Tangi:</b> túng-i	A word meaning ‘cry’ and in particular the wailing or keening for the dead expressed by Māori women. Very often it is used as an abbreviation for tangihanga, meaning the customary form of Māori funeral – a hui involving a process of grieving.
<b>Karakia:</b> kúruh-key-uh	Prayer, ritual.	<b>Tapu:</b> túh-poo	This word is used in three senses: 1. restrictions or prohibitions which safeguard the dignity and survival of people and things 2. the value, dignity, or worth of someone, something, eg the holiness of God, human dignity, the value of the environment 3. the intrinsic being or essence of someone or something, eg tapu i Te Atua is the intrinsic being of God, the divine nature.
<b>Karanga:</b> kúh-rung-uh	The call of welcome by an elderly woman, on the marae, expressing the mana and tapu of the home people and making it possible for visitors to enter the marae.	Please note:	when tapu refers to the Tapu of God it is written as Tapu.
<b>Mana Atua:</b> múh nuh úh too uh	The power of God.	<b>Te Kupu a Te Ariki:</b> Teh Koopoo uh Teh Uh ree kee	The Word of God
<b>Mana:</b> múh nuh	Spiritual power and authority. Its sources are both divine and human, namely, God, one’s ancestors and one’s achievements in life.	<b>Te Wa:</b> teh wah	A period of time in which a series of events affecting people and their lives, takes place, which enables people to reach goals, or moments of achievement. It encompasses the concepts of life journey and spiritual journey
Please note:	when mana refers to the Mana of God it is written as Mana.		
<b>Manaaki:</b> munh-ah-ki	Care for	<b>Te Whānau a Te Atua:</b> teh far nuh-oo uh te utt oo ah	Literally ‘the family of God’ – God’s people
<b>Manaakitanga:</b> munh-ah-ki tung-uh	Caring for others, hospitality, sharing and helping one another. The expression of manaakitanga is an expression of mana and aroha, and increases one’s mana.	<b>Tika:</b> tick uh	Justice, what is right or should be done. Demands that tapu be acknowledged and respected.
<b>Matua:</b> múh too uh	This means father or parent. It is the word used for father in the Lord’s Prayer in Māori. Matua wahine means mother in the Hail Mary. Matua tane means father. Note that matua, with a long vowel, is the plural of this word.	<b>Whānau</b> fār nuh-oo	Extended Family.

# TRADITIONAL PRAYERS OF THE CHURCH

## The Lord's Prayer

Our Father in heaven,  
hallowed be your name  
your kingdom come,  
your will be done,  
on earth as in heaven.  
Give us today our daily bread.  
Forgive us our sins  
as we forgive those who sin against us.  
Save us from the time of trial  
and deliver us from evil.  
Amen



E to matou Matua i te rangi,  
Kia whakatapua tou ingoa,  
Kia tae mai tou rangatiratanga,  
Kia whakaritea tou hiahia, i te whenua,  
Kia pera ano i to te rangi.  
Homai ki a matou aianeī he taro ma matou mo tenei ra.  
Whakakahoretia o matou hara, me matou e whakakore  
nei i nga hara o te hunga e hara ana ki a matou.  
Kaua matou e tukua kia whakawaia,  
Engari whakaorangia matou i te kino.  
Amene

## Hail Mary

Hail Mary, full of grace, the Lord is with you.  
Blessed are you among women,  
and blessed is the fruit of your womb, Jesus  
Holy Mary, Mother of God, pray for us sinners,  
now and at the hour of our death.  
Amen

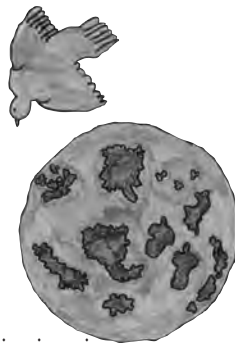


Awe, e Maria, e kī ana koe i te keratia kei a koe te Ariki.  
E whakapaingia ana koe i roto i nga wāhine,  
ā e whakapaingia ana hoki a Hehu, te hua o tou kōpū.  
E Hata Maria, e te Matua Wahine o te Atua, inoi koe mo matou,  
mo te hunga hara aianeī, a, a te haora o to matou matenga rawa.  
Amene

## Glory Be

Glory be to the Father, and to the Son,  
and to the Holy Spirit.  
As it was in the beginning, is now  
and ever shall be, world without end.  
Amen

Kororia ki te Matua, ki te Tamaiti,  
Ki te Wairua Tapu.  
He pera hoki i te timatanga, a, he pera ano inaianei,  
a, he pera tonu a ake ake,  
Amene



## Apostles' Creed

I believe in God, the Father almighty,  
creator of heaven and earth.  
I believe in Jesus Christ,  
his only Son, Our Lord.  
He was conceived by the power  
of the Holy Spirit  
and born of the Virgin Mary.  
He suffered under Pontius Pilate,  
was crucified, died and was buried.  
He descended to the dead.  
On the third day he rose again.  
He ascended into heaven,  
and is seated at the right hand of the Father.  
He will come again to judge the living and the dead.  
I believe in the Holy Spirit,  
the holy catholic Church,  
the communion of saints,  
the forgiveness of sins,  
the resurrection of the body,  
and the life everlasting.  
Amen

## Nicene Creed

We believe in one God  
the Father, the Almighty,  
maker of heaven and earth,  
of all that is, seen and unseen.  
We believe in one Lord, Jesus Christ,  
the only Son of God,  
eternally begotten of the Father,  
God from God, Light from Light,  
true God from true God,  
begotten but not made,  
of one being with the Father.  
Through him all things were made.  
For us and for our salvation  
he came down from heaven;  
by the power of the Holy Spirit  
he became incarnate from the Virgin Mary  
and was made man.  
For our sake he was crucified  
under Pontius Pilate;  
he suffered death, and was buried.  
On the third day he rose again  
in accordance with the Scriptures;  
he ascended into heaven  
and is seated at the right hand of the Father.  
He will come again in glory to judge  
the living and the dead,  
and his kingdom will have no end.  
We believe in the Holy Spirit, the Lord,  
the giver of life,  
who proceeds from the Father and the Son.  
With the Father and the Son  
he is worshipped and glorified.  
He has spoken through the Prophets.  
We believe in one, holy, catholic  
and apostolic Church.  
We acknowledge one baptism  
for the forgiveness of sins.  
We look for the resurrection of the dead,  
and the life of the world to come.  
Amen

## Gloria

Glory to God in the highest,  
and peace to God's people on earth.  
Lord God heavenly King,  
almighty God and Father,  
we worship you, we give you thanks,  
we praise you for your glory.  
Lord Jesus Christ, only Son of the Father,  
Lord God, Lamb of God,  
you take away the sins of the world:  
have mercy on us;  
You are seated at the right hand of the Father:  
receive our prayer.  
For you alone are the Holy One,  
You alone are the Lord,  
You alone are the Most High,  
Jesus Christ, with the Holy Spirit,  
in the glory of God the Father.  
Amen.

## 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 the Blessed Mary ever virgin,  
all the angels and saints and you,  
my brothers and sisters, to pray for me  
to the Lord our God.

## Grace Before Meals

Bless us O Lord, and these your gifts  
which of your bounty we are about to receive,  
through Christ our Lord.  
Amen

## Food Blessing

E te Atua,  
Whakapaingia enei  
Kia ora ai matou  
Amene

God  
Bless this food  
So that it will strengthen us  
Amen

## Grace After Meals

We give you thanks, O Almighty God,  
for all your benefits,  
who lives and reigns,  
world without end.  
Amen



## Prayer of Saint Teresa of Avila

Christ has no body on earth but ours,  
No hands but ours,  
No feet but ours.  
Ours are the eyes through which He is to look  
with compassion on the world.  
Ours the feet with which He is to go about doing good,  
And ours the hands with which He is to bless us now.



## Prayer of St Francis

Lord, make me an instrument of your peace.  
Where there is hatred, let me sow love;  
where there is injury, pardon;  
where there is doubt, faith;  
where there is despair, hope;  
where there is darkness, light;  
where there is sadness, joy.  
Lord, grant that I may not  
so much seek to be consoled, as to console;  
to be understood, as to understand;  
to be loved, as to love.  
For it is in giving that we receive;  
it is in pardoning that we are pardoned;  
and it is in dying  
that we are born to eternal life.



## The Angelus

The angel of the Lord declared unto Mary,  
and she conceived of the Holy Spirit.  
Hail Mary full of grace ....  
Behold the handmaid of the Lord.  
Be it done unto me according to your word.  
Hail Mary full of grace ....  
And the Word was made flesh and dwelt among us.  
Hail Mary full of grace ....  
Pray for us, O holy Mother of God.  
That we may be made worthy of the promises of Christ.

## St Patrick's Breastplate

Christ with me, Christ before me,  
Christ in me, Christ beneath me,  
Christ above me,  
Christ on my right, Christ on my left,  
Christ in breadth,  
Christ in length,  
Christ in height,  
Christ in the mouth of everyone who speaks to me,  
Christ in the heart of everyone who thinks of me,  
Christ in every eye that sees me,  
Christ in every ear that hears me.

## Prayer of Sorrow

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

## The Mysteries of the Rosary

### 5 Joyful Mysteries

The Annunciation  
The Visitation  
The Birth of Jesus  
The Presentation  
Finding of Jesus in the Temple

### 5 Luminous Mysteries

The Baptism of Jesus  
The Wedding of Cana  
Jesus Proclaims God's Kingdom  
The Transfiguration  
The Institution of the Eucharist

### 5 Sorrowful Mysteries

Agony in the Garden  
Scourging at the Pillar  
Crowning with Thorns  
Jesus carries his cross  
The Crucifixion

### 5 Glorious Mysteries

The Resurrection of Jesus  
Ascension of Jesus  
The coming of the Holy Spirit on the Apostles  
Assumption of Mary  
Mary is crowned Queen of heaven

### Blessing for a Christmas Tree

Lord God, Creator of the forest,  
we honour your presence in our home this season.  
Let the green of this tree remind us of your gift of life.  
May its outstretched branches invite us to share your love this Christmas  
May its strong trunk remind us to be faithful loving people.  
Bless this tree and all who gather round it,  
Surround us in peace and joy as we celebrate the birth of Jesus.

### Blessing on the Christmas Crib

Be with us God of peace as we prepare to welcome your Son into our world.  
May the crib remind us of the wonder of this feast.  
Bless all who come to our home this Christmas.  
May the animals we place here be a sign of gentle care.  
Help us to be a sign of gentleness to those we meet.  
May the shepherds who brought simple gifts for the child,  
Help us to value simple gifts and receive them with thanks.  
May the angels who spread the good news of the child's holy birth,  
Help us to be bearers of good news to those we share this Christmas with.  
May the love and joy Mary and Joseph felt on that first Christmas night,  
Fill our hearts this Christmas.  
May the star of Bethlehem which shone so brightly over the first crib,  
Shine over our home and bless all the earth  
with love and hope and joy.



### Blessing on a Child Starting School/Pre School

God, Creator of all children,  
We give you thanks for our son/daughter  
.....  
As we celebrate his/her growing  
We ask you to bless her/him today as she/  
he takes a new step on his/her life's journey.  
Bless her/his days at (name of school)  
May she/he be happy there and make good  
friends.  
May he/she learn well and enjoy being part  
of ..... school.  
Bless all who help him/her to grow to be the  
person what you want her/him to be.

### Blessing on a Journey

Blessed are you Lord God  
Holy guide to all travellers,  
You created this world for us to enjoy  
Be with us on our journey to .....  
Keep us safe from all that may harm us.  
Open our eyes to the wonder of the world  
about us  
that we may rejoice in your presence.  
Bring us to our journey's end in safety and  
peace.  
Amen

### A Good Night Blessing

May God's love surround you  
May God's arms enfold you  
May God's eyes look on you  
May God hold you gently  
and give you rest tonight.

### Blessing When Leaving the House

God bless and keep you safe today.  
Enjoy your work, enjoy your play.  
God go with you on your way  
And be in all you do and say.





## RESOURCES FOR FAMILIES – WHĀNAU

### Books on Prayer

**“My Very First Prayers”** by Lois Rock, Lion  
**“A Child’s First Book of Prayers”** by Lois Rock, Lion  
**“The Lion Book of Prayers for Children”** by Rebecca Winter, Lion  
**“1000 Prayers for Children”** by Lois Rock, Lion  
**“Grandad’s Prayers of the Earth”** by Douglas Wood, Walker Books  
**“God and Me (365 daily devotions)”** by Penny Boshoff, Authentic Media  
**“Our Family Prayers”** by Joy Cowley and Fr James Lyons, Pleroma Press  
**“Catholic Prayer Book for Children”** by Julianne M Will, Redemptorist Publications  
**“Prayer Kids”** by Rosemary & Peter Atkins, Pleroma Press  
**“Family Prayers”** by Rosemary & Peter Atkins, Pleroma Press  
**“365 Children’s Prayers”** by Bethan James, John Garratt Publishing

### Books on the Saints

**“The Lion Treasury of Saints (From the time of Jesus to the present day)”** by David Self, Lion  
**“Stories of the Saints”** by Joyce Denham, Lion  
**“Lives of the Saints for Girls”** Regina Press  
**“Lives of the Saints for Boys”** Regina Press  
**“Saints tell their Stories”** by Patricia Mitchell, The Word among us Press  
**“Teach me about the Saints”** by Paul and Joan Plum, Our Sunday Visitor

### Children’s Bible Stories

**“Children’s Bible in 365 Stories”** by Mary Batchelor, Lion  
**“The Children’s Bible”** CEV Real Bible Text, Scandanavia Publishing House  
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**“The Lion First Bible”** by Pat Alexander, Lion  
**“The Lion Bible for Children”** by Murray Watts, Lion  
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**“We can get Along (A Child’s Books of Choices)”** by Lauren Murphy Payne, Free Spirit Publishing  
**“Hands are not for Hitting”** by Martine Agassi, Free Spirit Publishing  
**“I’m Like You, You’re Like Me (A child’s book about understanding and celebrating each other)”** by Cindy Gainer, Free Spirit Publishing  
**“I Wanted to Know all About God”** by Virginia L. Kroll, Eerdmans Books  
**“Handbooks for Today’s Catholic Children”** by Francine O’Connor, Ligouri  
**A series of books** by Brian Wildsmith, Oxford Press  
**“A Child’s Guide to ...”** Series of Titles, Abbey Press  
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