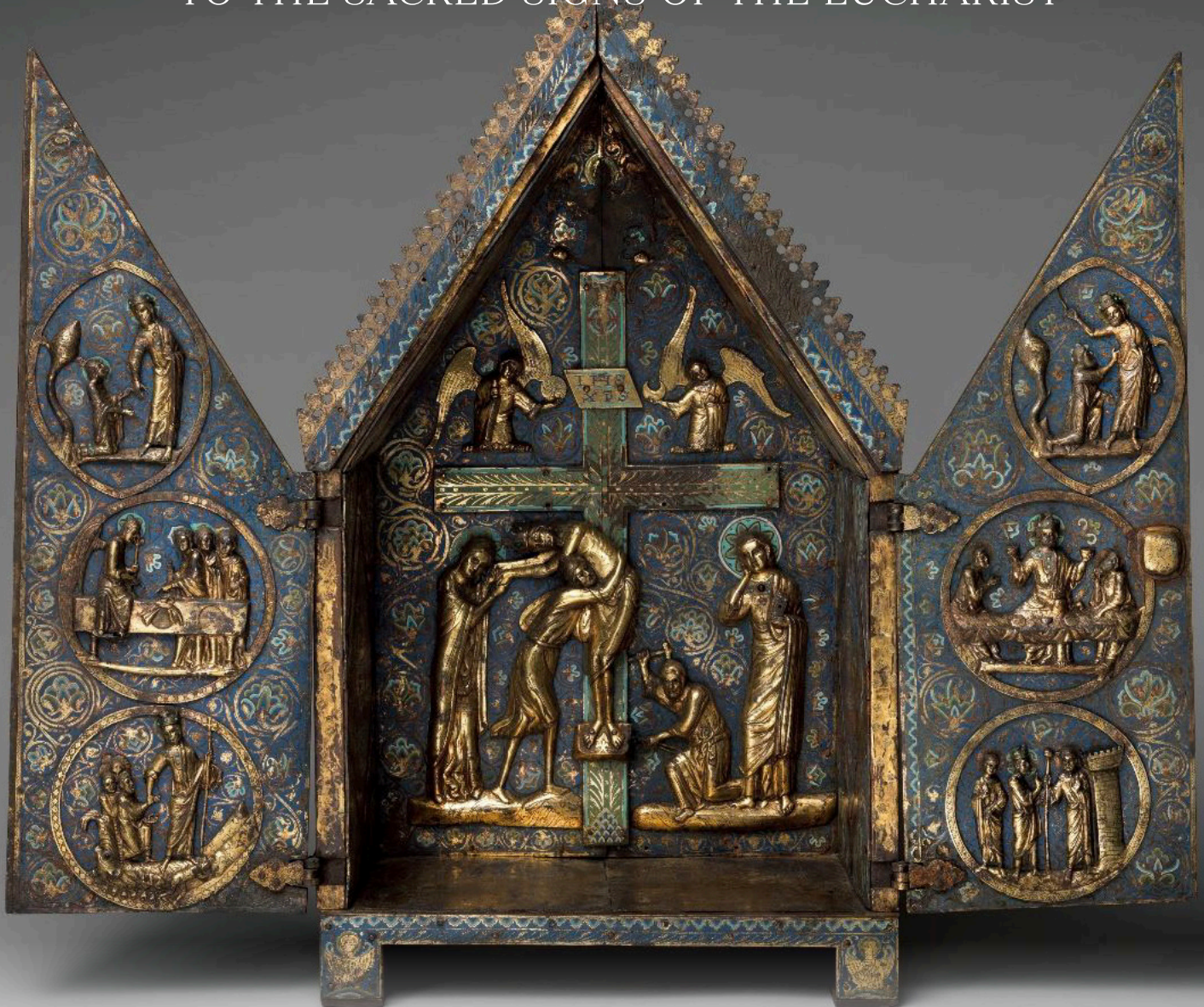


# COME LET US WORSHIP:

A CHILDREN'S GUIDE  
TO THE SACRED SIGNS OF THE EUCHARIST



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WELCOMING  
CHILDREN  
in WORSHIP

THE CATHOLIC  
UNIVERSITY  
OF AMERICA







COVER AND BACK COVER:  
*Tabernacle of Cherves*, c. 1220 – 1230  
The Metropolitan Museum of Art



# COME LET US WORSHIP:

## A CHILDREN'S GUIDE TO THE SACRED SIGNS OF THE EUCHARIST

*By Anne Heekin-Canedy (August 2024)*

Welcome! We are delighted to be able to share with you this parish and parent resource for the liturgical formation of children between the ages of four and ten. Our aim is to help and support you by providing a series of presentations on the signs, symbols, and gestures of the liturgy, so as to nurture children in worship and prayer for an encounter with the person of Jesus Christ who desires to meet us in the divine-human dialogue of the Mass.

While we hope you will work through the entirety of this resource, each presentation may stand on its own. And while we suggest these presentations be delivered in the order written, their order may be altered or conformed to other curricula. Finally, revisiting these presentations now and again in a spiral fashion will increase the understanding of the children receiving them and make their participation in the Mass more rewarding.

The purpose of this formation resource is to engage children in intergenerational worship through their understanding of the goodness of creation, the prayers of the Mass, the liturgical year, and the meaning of liturgical words, objects, and physical gestures that form part of a child's experience of prayer and worship in the Catholic tradition.

In each lesson you will find the (1) Lesson Objective, (2) Suggested Materials, (3) Vocabulary, (4) Guiding Children's Experience, (5) Children's Activity, and a (6) Summary Lesson Plan for use in parish or school settings.

Saint John Vianney noted that, "if we really understood the Mass, we would die of joy." Our hope is that in using this resource, you will foster that joy in worship and prayer in the children you are privileged to care for in worship. There is no greater gift we give to children than the capacity to fully, consciously, and actively participate in the Mass, the "source and summit of the Christian life," and the many graces that flow from it to individuals and the community of believers.

God bless you and thank you for the opportunity to support you in your ministry of nurturing and forming children for worship and prayer.

*This free resource is made possible by a generous grant from the Lilly Endowment, Inc. for download, printing, and use by pastors, parents, catechists and teachers. Please credit the project "Welcoming Children in Worship at The Catholic University of America" if you wish to reference the content of these materials. For further uses, please contact [trs-worship@cua.edu](mailto:trs-worship@cua.edu)*





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# INTRODUCTION

## FOR PARENTS, PASTORS, CATECHISTS, AND TEACHERS

In 1911, Romano Guardini, an Italian-born German Catholic priest and theologian, wrote a little book called *Sacred Signs*, which was written, in the words of Guardini, “to help open up the world of the liturgy.”<sup>1</sup> This opening up, as Guardini saw it, required a method of liturgical formation that would consider the experience of the whole person, spirit and body. It would also reclaim the capacity of the person to see and understand the signs, symbols, and gestures of the liturgy.

For more than a century, Guardini’s little book has continued to inspire, and the principles he sketches out in the introduction to *Sacred Signs* are as relevant today as they were when first published. Above all, they remind us that formation for the liturgy requires more than instruction, which by itself is superficial; rather, what is called for is engagement of the entire self, uniting intellect and experience, as well as the spiritual and material.<sup>2</sup>

Taken together, these principles have informed the methods we propose in this resource, methods which have proved to be fruitful, especially with children, who, by learning to see and learning to do, assimilate the meaning of the signs, symbols, and gestures of the liturgy.<sup>3</sup> These methods include beginning with the basics, privileging experience over classroom instruction, and encouraging repetition to promote understanding.<sup>4</sup> More specifically, our methods bring to the fore these principles of liturgical formation of children that:

- Highlight the goodness of Creation (body and soul) and prioritize the child’s participation (acclamations and responses, bringing up the gifts);
- Acclimate the child to the physical space (architecture, orientation, the liturgical year);
- Instruct the child in bodily movements (standing, kneeling, walking, hands);
- Present the objects and gestures of the liturgy as part of the child’s lived reality (chalice, paten, linens, epiclesis).

Your primary source of materials is your environment—the church, its structure and layout, its decoration—and the articles it holds for use in the Mass. Each lesson, however, provides the following support:

- Lesson Objective
- Suggested Materials
- Vocabulary
- Guiding Children’s Experience
- Children’s Activity
- Summary Lesson Plan

In addition to materials for artwork and for some activities, the only other item you will need is a Bible in order to locate and read selected passages. We recommend using the New Revised Standard Version Catholic Edition (NRSVCE) or the New American Bible Revised Edition (NABRE).

*Thank you for your interest in using this resource for the liturgical formation of your students and children. May the Holy Spirit guide you and keep you as you carry out the vital ministry of forming the children in your care for worship and prayer.*



## A WORD ON FORMING CHILDREN FOR PRAYER AND WORSHIP

In the Catholic tradition the Mass is “the highest point in all our prayer.”<sup>5</sup> Accordingly, formation in prayer is a natural, and arguably essential, part of liturgical formation. To this end, we have incorporated a period of prayer into the beginning of each lesson.

The *Catechism of the Catholic Church* mentions five forms of prayer: blessing and adoration, praise, thanksgiving, petition, intercession. Similarly, it identifies three expressions of prayer: vocal prayer, meditation, contemplative prayer.<sup>6</sup> Against this background, we begin each lesson with *lectio divina*, which familiarizes children with these forms and expressions and the discipline required for participation in the Mass. A description of this practice may be found below.

We also recommend teaching children the responses, acclamations, and prayers of the Mass. These include the Confiteor, the Gloria, the Nicene Creed, the Sanctus (Holy, Holy, Holy), the Our Father, the Invitation to Prayer (Lord, I am not worthy), and the Agnus Dei (Lamb of God). These also may be found below.

### Lectio divina and teaching children to pray with scripture

*Lectio divina* is an ancient practice dating back to the early Church. It is a method of praying with Scripture that helps us to discern what God is speaking to our hearts. There are four steps: **lectio, meditatio, oratio, and contemplatio or reading, meditation, prayer and contemplation**. Each of these steps is described below.

**Lectio:** Once you have chosen a Scripture passage, read it (or have it read to you) slowly and carefully. What does it mean, in the literal sense?

**Meditatio:** Read or listen to the passage again. Are there words or phrases that stand out to you? Ponder them. How do they make you feel? What is God saying to you?

**Oratio:** Read or listen to the passage again. In light of your meditation, respond to God. What would you like to say to him?

**Contemplatio:** Read or listen to the passage again. Now sit in silence, and rest in God. Listen for what he may be speaking to your heart.

With young children, our purpose is to show them that the Bible is a special book. We teach them how to hold it so they can feel its weight, and we let them turn its pages. The passages we read to them are narrative in nature, and we guide their responses with questions. Older children who are seven and above may be led through the usual steps. The passages we read to them may be narrative or not, and their responses, if they wish, may be private. Even so, their responses may still need to be prompted by questions, until they grow in prayer and worship.

### Notes

1. Romano Guardini, *Sacred Signs*, trans. Grace Branham (St. Louis: Pio Decimo Press, 1956), <https://www.ewtn.com/catholicism/library/sacred-signs-11190>.
2. Romano Guardini, *Liturgy and Liturgical Formation*, trans. Jan Bentz (Chicago: Liturgy Training Publications, 2022), viii.
3. Fr. Samuel Weber, OSB, “Sacred Signs and Religious Formation: An Application of the Teachings of Monsignor Romano Guardini,” *Adoremus* 14, no.1 (March 2008), <https://adoremus.org/2008/03/sacred-signs-and-religious-formation/>.
4. Weber, “Sacred Signs.”
5. Benedict XVI, General Audience, [https://www.vatican.va/content/benedict-xvi/en/audiences/2012/documents/hf\\_ben-xvi\\_aud\\_20120111.html](https://www.vatican.va/content/benedict-xvi/en/audiences/2012/documents/hf_ben-xvi_aud_20120111.html).
6. *Catechism of the Catholic Church*, Catechism of the Catholic Church, 2nd ed. (Washington, DC: Libreria Editrice Vaticana-United States Catholic Conference, 2000), 2626-2643.



## PRAYERS OF THE MASS FOR CHILDREN TO KNOW | *printable page*

### **Confiteor**

I confess to almighty God  
and to you, my brothers and sisters,  
that I have greatly sinned  
in my thoughts and in my words,  
in what I have done and in what I have  
failed to do,  
through my fault, through my fault,  
through my most grievous fault;  
therefore 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.

### **Gloria**

Glory to God in the highest,  
and on earth peace to people of good will.  
We praise you,  
we bless you,  
we adore you,  
we glorify you,  
we give you thanks for your great glory,  
Lord God, heavenly King,  
O God, almighty Father.  
Lord Jesus Christ, Only Begotten Son,  
Lord God, Lamb of God, Son of the Father,  
you take away the sins of the world,  
have mercy on us;  
you take away the sins of the world,  
receive our prayer;  
you are seated at the right hand of  
the Father, have mercy on us.  
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.

### **Nicene Creed**

I believe in one God,  
the Father almighty,  
maker of heaven and earth,  
of all things visible and invisible.  
I believe in one Lord Jesus Christ,  
the Only Begotten Son of God,  
born of the Father before all ages.  
God from God, Light from Light,  
true God from true God,  
begotten, not made, consubstantial  
with the Father;  
through him all things were made.  
For us men and for our salvation  
he came down from heaven,  
and by the Holy Spirit was incarnate  
of the Virgin Mary,  
and became man.  
For our sake he was crucified under  
Pontius Pilate,  
he suffered death and was buried,  
and rose again on the third day  
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.  
I believe in the Holy Spirit, the Lord,  
the giver of life,  
who proceeds from the Father and Son,  
who with the Father and Son is adored  
and glorified,  
who has spoken through the prophets.  
I believe in one, holy, catholic and apostolic  
Church.  
I confess one Baptism for the forgiveness  
of sins  
and I look forward to the resurrection of  
the dead and the life of the world to come. Amen.

## PRAYERS OF THE MASS FOR CHILDREN TO KNOW | *printable page*

### **Sanctus (Holy, Holy, Holy)**

Holy, Holy, Holy  
Lord God of hosts.  
Heaven and earth are full of your glory.  
Hosanna in the highest.  
Blessed is he who comes  
in the name of the Lord.  
Hosanna in the highest.

### **Our Father**

Our Father who art in heaven,  
hallowed by thy name.  
Thy kingdom come.  
Thy will be done,  
on earth as it is in heaven.  
Give us this day our daily bread;  
and forgive us our trespasses,  
as we forgive those who trespass  
against us;  
and lead us not into temptation,  
but deliver us from evil.

### **Invitation to Communion**

Lord I am not worthy  
that you should enter under my roof,  
but only say the word  
and my soul shall be healed.

### **Agnus Dei (Lamb of God)**

Lamb of God,  
you take away the sins of the world:  
have mercy on us.  
Lamb of God,  
You take away the sins of the world:  
have mercy on us.  
Lamb of God,  
you take away the sins of the world:  
grant us peace.





A photograph of a church interior, viewed from a low angle looking down a long, narrow aisle. The walls are made of rough-hewn stone. On either side of the aisle are small, arched niches containing simple wooden benches. At the far end of the aisle is a large, bright, arched window with a horizontal mullion. The light from the window is very bright, creating a strong glow and reflecting off the polished floor. The ceiling is high and features a series of wooden ribs supporting the arch. The overall atmosphere is serene and sacred.

UNIT I | **Lesson One**

**WELCOMING CHILDREN TO SACRED SPACE**

*Introduction to Sacred Space*

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## LESSON OBJECTIVE

*The purpose of this lesson is to introduce children to the experience of sacred space.*

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## SUGGESTED MATERIALS

- Bible
  - “Adoro Te Devote,” *Stillness and Sweet Harmony*, by The Cambridge Singers and John Rutter, digital download on iTunes or Amazon Music
  - Phone or other device for playing music
  - Copywork template
  - Pens or pencils
  - Colored pencils
- 

## VOCABULARY

<b>Altar</b>	the table from which the Mass is celebrated
<b>Ambo</b>	the stand or lectern from which Scripture is read
<b>Narthex</b> ( <i>vestibule</i> )	the area inside the front door of the church
<b>Nave</b>	the area of the church that contains the pews in which the assembly sits
<b>Sacred space</b>	a space set apart for the worship of God
<b>Sanctuary</b>	the area of the Church that contains the altar and the ambo

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## GATHERING AND PRAYER

Pray *lectio divina* using Jeremiah 32:17.



## GUIDING CHILDREN'S EXPERIENCE

Ask the children to distinguish among spaces. For instance, how do we know that a classroom is a classroom or that a church is a church? How is a church different from other kinds of spaces? Next ask the children if a church also feels different from other kinds of spaces. If so, in what way? Is it loud in a church or quiet? Is it light or dark inside? Do people move quickly or slowly? Does a church feel special or ordinary?

Explain that churches are different from other kinds of spaces, because they are set apart for the worship of God. Anything set apart for the worship of God is sacred, so churches are sacred spaces. Why, we wonder, do we make sacred spaces? We make them to honor and give glory to God.

The creation of sacred spaces is closely connected to the virtue of reverence, that deep regard for the greatness of God. Recognition of this greatness comes naturally to children, and its expression can be associated with their conduct in sacred spaces. To this end, emphasize the importance of respectful behavior when in church.

Essential to this lesson is the exploration of the church. You will want to prepare by familiarizing yourself with as much of your particular church as possible. This will help you to answer the children's questions and to point out the elements that may be unique.

After entering the church, identify its main areas: the narthex (vestibule), the nave, and the sanctuary. Once in the sanctuary, point out the altar. What is it for? It is the table from which the Mass is celebrated. Also identify the ambo as the stand or lectern from which Scripture is read.

Encourage the children to explore on their own, emphasizing the importance of respectful behavior. Notice what draws them, and answer their questions. It will be helpful to know something about the decorative elements of your particular church, such as the stained-glass windows, the stations of the cross, and the statuary.

When the children have finished exploring the church, invite them to sit quietly and to reflect on their experience. This should take no more than five minutes. Then return to the classroom and ask them to share their reflections.

We have provided a list of questions for your use with the children. You may, however, develop your own. The only criteria are that they assist the children in their reflections. For the activity, ask the children to copy Isaiah 66:1 and to illustrate the interior of the church from memory, while listening to "Adoro Te Devote."

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## REFLECTION QUESTIONS

- > *Did the space feel different from ordinary spaces?*
- > *Is the space suited to its purpose?*
- > *Did anything surprise you?*

## ACTIVITY

Using the template provided, copy Isaiah 66:1 and illustrate the interior of the church from memory, while listening to **Adoro Te Devote**.

*What is the house that you would build for me, and what is my resting place?*



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## SUMMARY LESSON PLAN

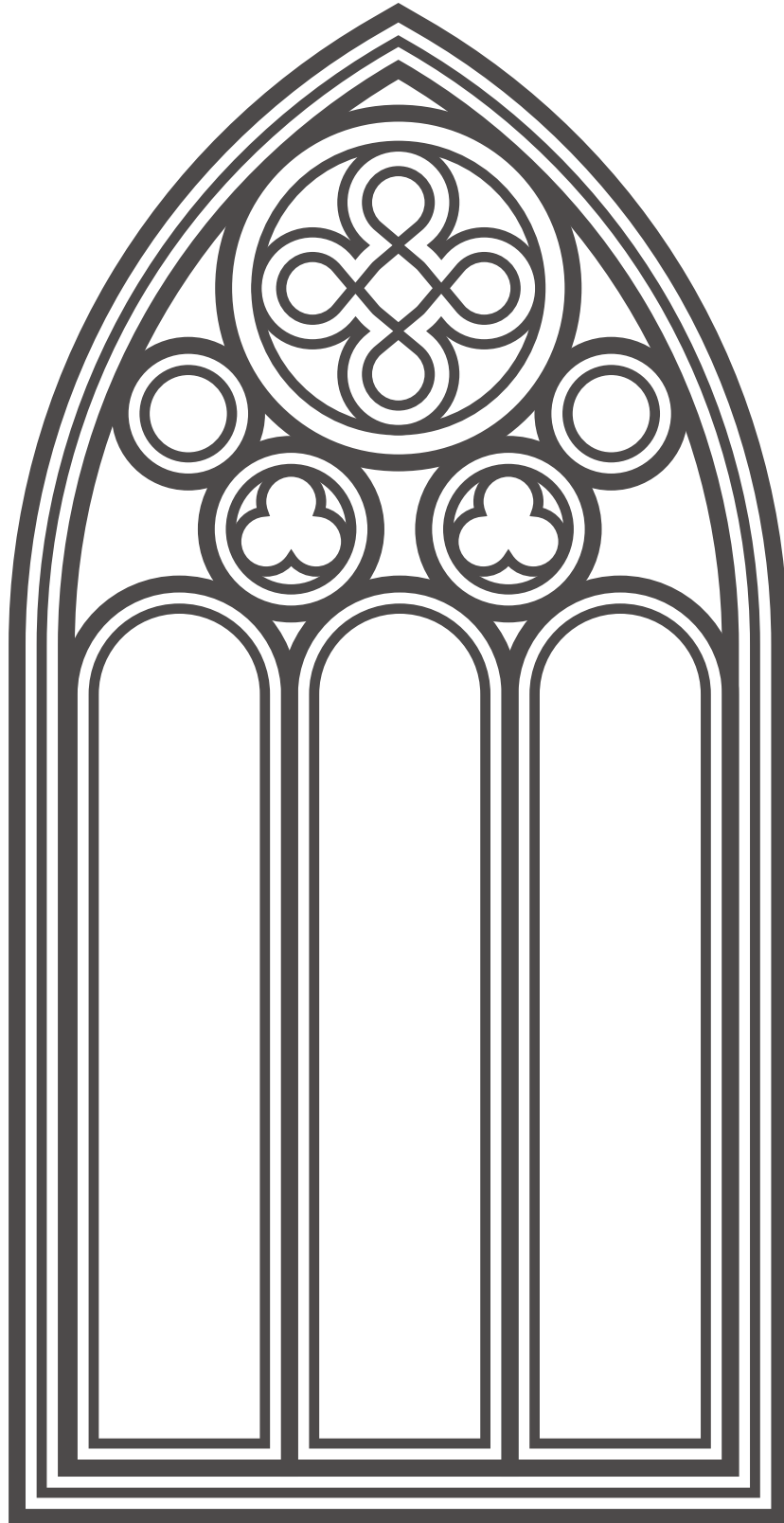
### Lesson One: Welcoming Children to Sacred Space (*Introduction to Sacred Space*)

MATERIALS: Bible, “Adoro Te Devote,” phone or other device for playing music, drawing paper, pens or pencils, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Jeremiah 32:17 in your Bible.	Pray lectio divina: Jeremiah 32:17.	
<b>1st Moment</b>		Ask children to distinguish among spaces. Ask children if a church only looks different, or does it feel different, too? How? Why?	How do we know that a classroom is a classroom or that a church is a church? Noisy or quiet? Light or dark? Special or ordinary?
<b>2nd Moment</b>		Explain that churches are different from other kinds of spaces, because they have been set apart for the worship of God. We call this sacred space. We make sacred spaces to give honor and glory to God.	Anything set apart for God or the worship of God is sacred. Everything else is ordinary.
<b>3rd Moment</b>		The creation of sacred spaces is closely connected to the virtue of reverence.	Reverence is expressed through our behavior in sacred spaces.
<b>4th Moment</b>	Familiarize yourself with as much of your particular church as possible.	Explore your church. Begin in the sanctuary with the altar. What is it for? What is it made of? Encourage children to explore on their own. Emphasize respectful behavior. Finish with a few moments of quiet reflection, then return to the classroom.	A church has three main areas: the narthex (vestibule), nave, and sanctuary. The altar is the table from which the Mass is celebrated. Items of possible interest: stained glass windows, statuary, stations of the cross, baptismal font.
<b>5th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Print copies of the copywork template and Isaiah 66:1. Have “Adoro Te Devote” ready to play.	Have children copy Isaiah 66:1 and illustrate the interior of the church from memory. Play “Adoro Te Devote.”	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

## BONUS ACTIVITY

*Inspired by the stained glass windows you see at your local Church, color this Window with colored pencils.*





A photograph of a church interior, viewed from a low angle looking down a long, narrow aisle. The walls are made of rough-hewn stone. On either side of the aisle are small, arched niches containing simple wooden benches. At the far end of the aisle is a large, bright, arched window with a horizontal mullion. The light from the window is very bright, creating a strong glow and casting long, soft shadows on the floor. The ceiling is high and features a series of wooden ribs supporting the arch. The overall atmosphere is serene and sacred.

UNIT I | **Lesson Two**

**WELCOMING CHILDREN TO SACRED SPACE**

*Origins of Sacred Space*

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## LESSON OBJECTIVE

*The purpose of this lesson is to assist children in their understanding of sacred space by providing them with historical context.*

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## SUGGESTED MATERIALS

- Bible
  - Image of Dura-Europos house-church facade and baptistry
  - Images of Christ the King Chapel facade and Bitonto Cathedral baptismal font
  - “Veni Creator,” *Heavenly Harmonies*, by Stile Antico, digital download on iTunes or Amazon
  - Phone or other device for playing music
  - Construction paper in multiple colors
  - Scissors
  - Glue
  - Markers
  - Colored pencils
- 

## VOCABULARY

**Baptismal font** a large receptacle holding baptismal water

**Baptistry** a building, room, or space within a church where baptisms are performed

**House-church** a private home, or converted private home, used for Christian worship

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## GATHERING AND PRAYER

Pray *lectio divina* using Psalm 89:11.

## GUIDING CHILDREN'S EXPERIENCE

Explore with the children how the early Christians met for worship in people's homes,<sup>1</sup> and how it was not until the fourth century that churches were built for public worship.<sup>2</sup> Read St. Paul's salutation from the First Letter to the Corinthians: "The churches of Asia send greetings. Aquila and Prisca, together with the church in their house, greet you warmly in the Lord (1 Corinthians 16:19)."

Explain that sometimes people donated their homes to the community for worship and other religious activities. These homes had to be large enough to celebrate the Eucharist and to set aside a space with a font for baptisms.<sup>3</sup> Some homes had courtyards for worshippers to gather in. We call these homes house-churches.

Ask the children if they would like to see some pictures of the oldest known house-church, which is in present-day Syria. Explain that this house-church is nearly 2000 years old.<sup>4</sup> Show them a photograph of the remaining façade and a photograph of the baptistry.

After examining the photographs, ask the children if they would like to see some pictures of a more recent church. Explain that this church was built for public worship and is a little more than 100 years old. Show them a photograph of the Christ the King Chapel, in Front Royal, Virginia, and a photograph of the Bitonto Cathedral baptismal font, in Bitonto, Italy.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, ask the children to make a collage of a church building, while listening to "Veni Creator."

### Notes

1. Andrew B. McGowan, *Ancient Christian Worship: Early Church Practices in Social, Historical, and Theological Perspective* (Grand Rapids: Baker Academic, 2014), 52.
2. McGowan, 106.
3. McGowan, 53.
4. McGowan, 165.

## REFLECTION QUESTIONS

- > *In what ways are the house-church and basilica different?*
- > *In what ways are the house-church and basilica the same?*
- > *Is one space more sacred than the other?*



## ACTIVITY

*Make a collage of a church building using geometric shapes cut from construction paper, while listening to **Veni Creator**.*

- Cut or ask children to cut geometric shapes (square, rectangle, triangle, circle) from construction paper. The shapes should vary in size, length, and width.
- Let the children experiment with the shapes before settling on a design for their church building.
- Once the children have settled on a design, ask them to make a collage by gluing the shapes in the form of a church building onto a sheet of construction paper.
- The children can add detail to their church building with markers or colored pencils.



## SUMMARY LESSON PLAN

### Lesson Two: Welcoming Children to Sacred Space (*Origins of Sacred Space*)

**MATERIALS:** Bible, images of Dura-Europos house-church, Christ the King Chapel, and Bitonto Cathedral baptismal font, “Veni Creator,” phone or other device for playing music, construction paper in multiple colors, scissors, glue, markers, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Psalm 89:11 in your Bible	Pray <i>lectio divina</i> : Psalm 89:11	
<b>1st Moment</b>	Mark 1 Corinthians 16:19 in your Bible.	Tell children that the early Christians met for worship in people’s houses. Read 1 Corinthians 16:19.	It was not until the fourth century that churches were built for public worship.
<b>2nd Moment</b>		Tell children that sometimes people donated their homes to the community for worship and other religious activities. We call them housechurches.	These homes had to large enough to celebrate the Eucharist and to set aside a space with a font for baptisms. Some homes had courtyards for worshipper to gather in.
<b>3rd Moment</b>	Print photographs of the Dura-Europos housechurch façade and baptistry.	Ask children if they would like to see some pictures of the oldest known house-church in the world. Examine photographs of the remaining façade and baptistry together.	The oldest known house-church in the world is in Dura-Europos, in present-day Syria. The Dura-Europos house-church is nearly 2000 years old. The baptistry was reconstructed offsite by Yale University.
<b>4th Moment</b>	Print photographs of the Christ the King Chapel facade and Bitonto Cathedral baptismal font.	Ask children if they would like to see some pictures of more recent churches. Examine the façade of Christ the King Chapel and baptismal font Bitono Cathedral together.	The architectural style of the Christ the King Chapel is gothic revival.
<b>5th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Have “Veni Creator” ready to play.	Have children make a collage of a church building using geometric shapes cut from construction paper. Play “Veni Creator.”	Younger children may not be able to cut shapes on their own.
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

**Remains of Dura-Europos House-Church**, Marysas, Wikimedia Commons, Public Domain





Dura-Europos Baptistry (Reconstruction), Wikimedia Commons, Public Domain





**Christ the King Chapel**, Campus of Christendom College, Front Royal, VA





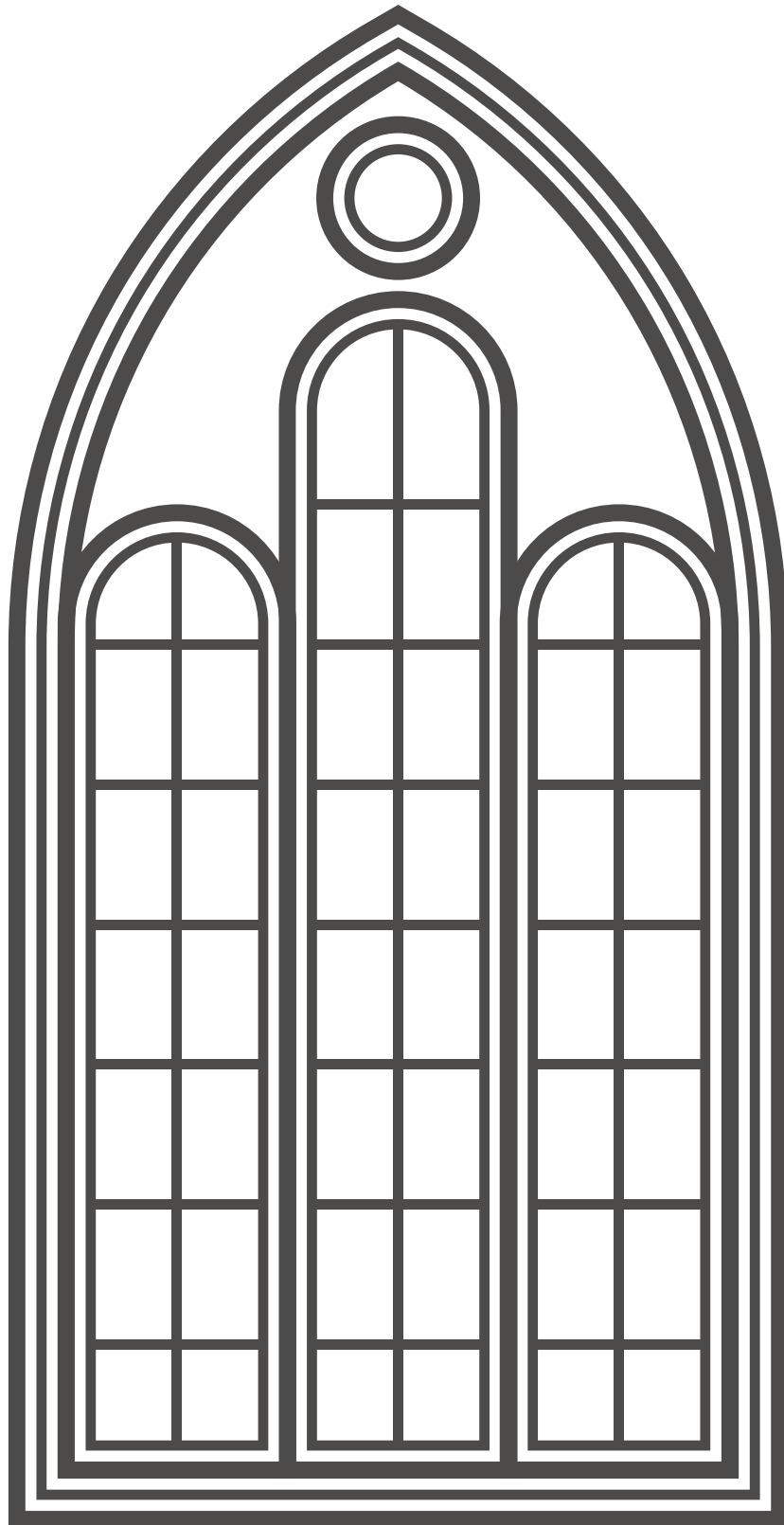
Bitonto Cathedral Baptismal Font, City of Bitonto, in the Province of Bari, Italy





## BONUS ACTIVITY

*Inspired by the stained glass windows you see at your local Church, color this Window with colored pencils.*



A photograph of a church interior, viewed from a low angle looking down a long, narrow aisle. The walls are made of rough-hewn stone. On either side of the aisle are small, arched niches containing simple wooden benches. At the far end of the aisle is a large, bright, arched window with a cross-shaped frame. The light from the window is very bright, creating a strong glow and reflecting off the polished floor. The ceiling is high and features a series of wooden ribs supporting a vaulted structure.

UNIT I | **Lesson Three**

**WELCOMING CHILDREN TO SACRED SPACE**

*Entering Sacred Space*

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## LESSON OBJECTIVE

*The purpose of this lesson is to advance children’s awareness of having entered sacred space by identifying the symbolic nature of holy water and making the Sign of the Cross.*

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## SUGGESTED MATERIALS

- Bible
  - Image of Andrea del Verrocchio and Leonardo da Vinci’s the *Baptism of Christ*
- 

## VOCABULARY

### **Holy water**

water that has been sanctified by a priest for the purpose of baptism or the blessing of persons, places, or objects

### **Holy water font**

a receptacle containing holy water, usually placed near the entrance of a church the ambo

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## GATHERING AND PRAYER

Pray *lectio divina* using Isaiah 40:8.



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## GUIDING CHILDREN'S EXPERIENCE

Ask the children what they know about water. Do we drink it? Swim in it? Water the garden with it? What else is it used for? Could we live without it?

Explain that when the priest poured the water over their heads at their baptism, they received the gift of water. What do they think the water was for? Add that the priest also said a prayer while he poured the water: "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit. Amen." Ask if the prayer sounds familiar.

Ask the children if they would like to see a picture of Jesus' baptism. Show them the *Baptism of Christ* painted by Andrea del Verrocchio and Leonardo da Vinci and point out the Father, the Son, and the Holy Spirit.

After examining the painting, explain that when we enter a church, dip our fingers in the holy water and make the Sign of the Cross, we are preparing ourselves to enter sacred space by bringing to mind our baptism.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, have the children practice making the Sign of the Cross after dipping their fingers in holy water.

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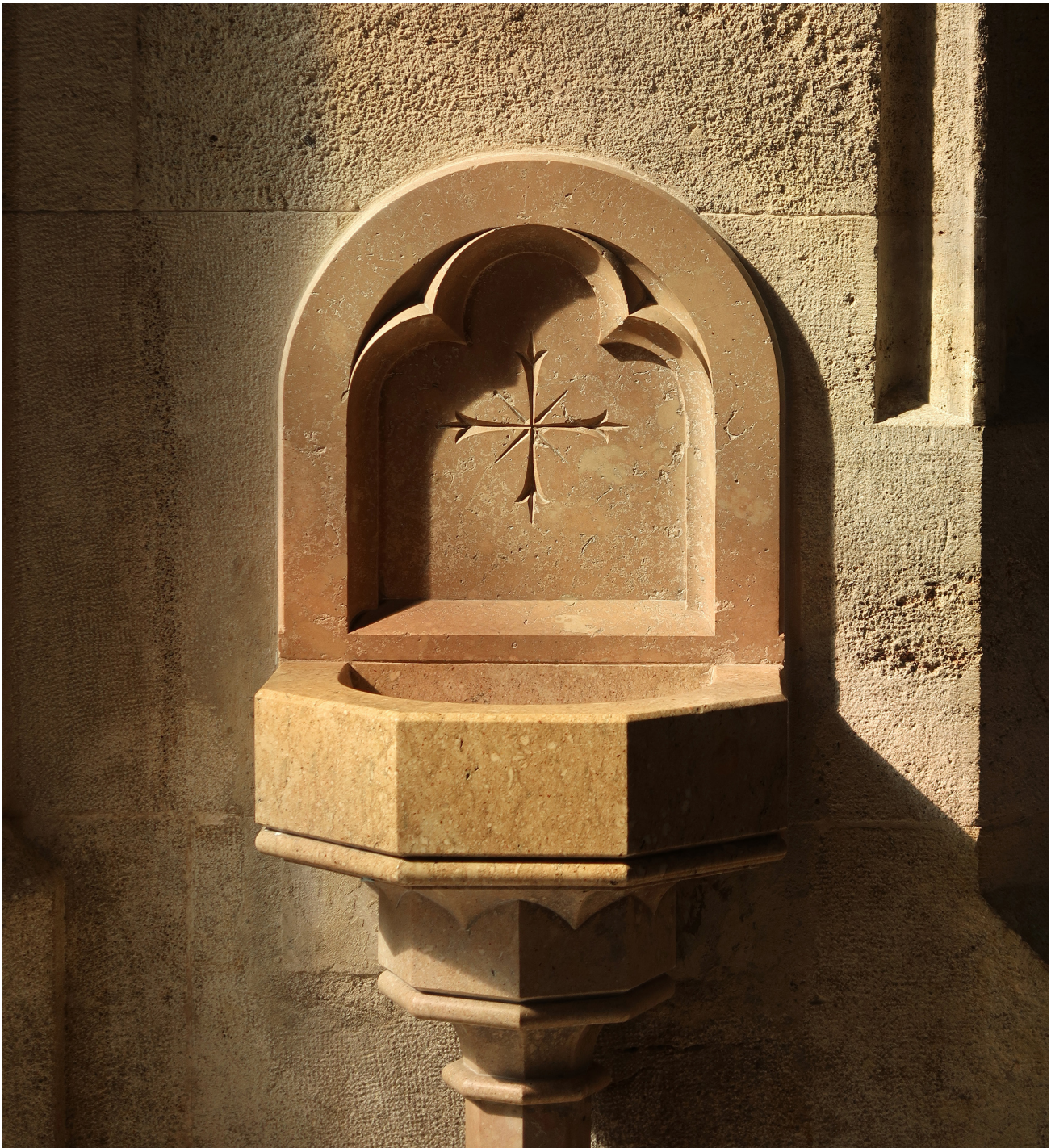
## REFLECTION QUESTIONS

- > *Why is there holy water at the entrance to a church?*
- > *Why do we make the Sign of the Cross when we enter a church?*
- > *How do holy water and the Sign of the Cross help us to remember our baptism?*

## ACTIVITY

*Have the children practice making the Sign of the Cross after dipping their fingers in holy water.*

- Fill the bowl with holy water.
- Review the Sign of the Cross.
- Show the children how to dip their fingers into the holy water before making the Sign of the Cross.
- One at a time, let the children dip their fingers into the holy water and make the Sign of the Cross.
- Use the cloth to wipe their hands.





## SUMMARY LESSON PLAN

**Lesson Three: Welcoming Children to Sacred Space** (*Entering Sacred Space*)

MATERIALS: Bible, image of Andrea del Verrocchio and Leonardo da Vinci's *Baptism of Christ*, phone or other device for playing music, drawing paper, pens or pencils, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Isaiah 40:8 in your Bible.	Pray lectio divina: Isaiah 40:8.	
<b>1st Moment</b>		Ask children what they know about water. Do we drink it? Swim in it? Water the garden with it? What else is it used for? Could we live without it?	
<b>2nd Moment</b>		Tell children that when the priest poured the water over their heads at their baptism, they received the gift of water. Ask children what they think the water was for. Tell children that the priest said a prayer while pouring the water over their heads. Recite the prayer ( <i>see notes</i> ).	"I baptize you in the name of the Father, and of the Son, and of the Holy Spirit. Amen."
<b>3rd Moment</b>	Print copies of the <i>Baptism of Christ</i> .	Ask children if they would like to see a picture of Jesus' baptism. Examine the <i>Baptism of Christ</i> together. Point out the <i>Father, the Son, and the Holy Spirit</i> . Explain that when we enter a church, dip our fingers in the holy water and make the Sign of the Cross, we are preparing ourselves to enter sacred space by bringing to mind our baptism.	The <i>Baptism of Christ</i> was painted by Andrea del Verrocchio and Leonardo da Vinci between 1472 and 1475. It hangs in the Uffizi Gallery in Florence, Italy.
<b>4th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>		Have children practice making the Sign of the Cross after dipping their fingers in holy water.	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	



*Baptism of Christ*, Andrea del Verrocchio and Leonardo da Vinci, Wikimedia Commons, Public Domain







UNIT II | Lesson Four

## WELCOMING CHILDREN TO SACRED SPACE

*Liturgical Elements of the Mass*

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## LESSON OBJECTIVE

*The purpose of this lesson is to introduce and make accessible the basic liturgical elements on or near the altar during the Mass.*

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## SUGGESTED MATERIALS

- Bible
  - Image of Hubert and Jan van Eyck's *Adoration of the Mystic Lamb*
  - 11" x 17" white cardstock
  - Chart depicting and labeling the basic liturgical elements of the Mass
  - Colored pencils
- 

## VOCABULARY

<b>Altar</b>	the table from which the priest presides over the Mass
<b>Altar Candles</b>	candles made from beeswax that are used during Mass
<b>Altar cloth</b>	the cloth covering the altar during the Mass
<b>Chalice</b>	a cup made of precious metal to hold the wine
<b>Crucifix</b>	a cross with the body of Jesus on it
<b>Paten</b>	a plate made of precious metal to hold the bread

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## GATHERING AND PRAYER

Pray *lectio divina* using Psalm 91:4.

## GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the basic liturgical elements of the Mass onto the cardstock.

Remind the children that the altar is the center of the Church and the table from which the Mass is celebrated. It is also the table from which we are invited to share a special meal—the bread and wine which becomes the Body and Blood of Jesus Christ at the Eucharist.

Using the chart, name the altar cloth. The altar cloth covers the altar like a tablecloth. It is often made from a fabric called linen, which is woven from the fibers of the flax plant.

Name the crucifix. A crucifix is a cross with the body of Jesus on it. It helps us remember that Jesus was sacrificed on the cross for us.

Name the chalice and the paten. During the Mass, the chalice is the cup that holds the wine, and the paten is the plate that holds the bread; both should be made from a precious metal such as gold.

Name the altar candles and candlesticks. The candles are made from beeswax. They remind us that Jesus is “the light of the world (John 8:12).” Like the chalice and paten, the candlesticks should be made from a precious metal.

Ask the children if they would like to see a picture of an altar. Show them the *Adoration of the Mystic Lamb* painted by Hubert and Jan van Eyck. Point out the altar in the center of the painting, the worshipping angels, the chalice, and the lamb.

After examining the painting, tell the children Jesus is the Lamb of God,<sup>1</sup> a name that we sing during the Mass before we receive Communion.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, teach the children to sing “Lamb of God” as a way to place emphasis on Jesus as the sacrificial Lamb and to encourage their participation in the Mass.

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## REFLECTION QUESTIONS

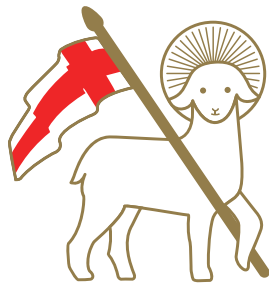
- > *What is the difference between a crucifix and a cross? Is it important?*
- > *Why do you think the chalice and paten are made from precious metals?*
- > *Why do you think we use candles during the Mass?*



## ACTIVITY

Teach the children to sing **Lamb of God** however it is sung in your parish.

You will want to revisit this activity throughout the year.



### *AGNUS DEI*

Lamb of God,  
you take away the sins of the world,  
have mercy on us.

Lamb of God,  
you take away the sins of the world,  
have mercy on us.

Lamb of God,  
you take away the sins of the world,  
grant us peace.

## SUMMARY LESSON PLAN

**Lesson Four: Welcoming Children to Sacred Space** (*Liturgical Elements of the Mass*)

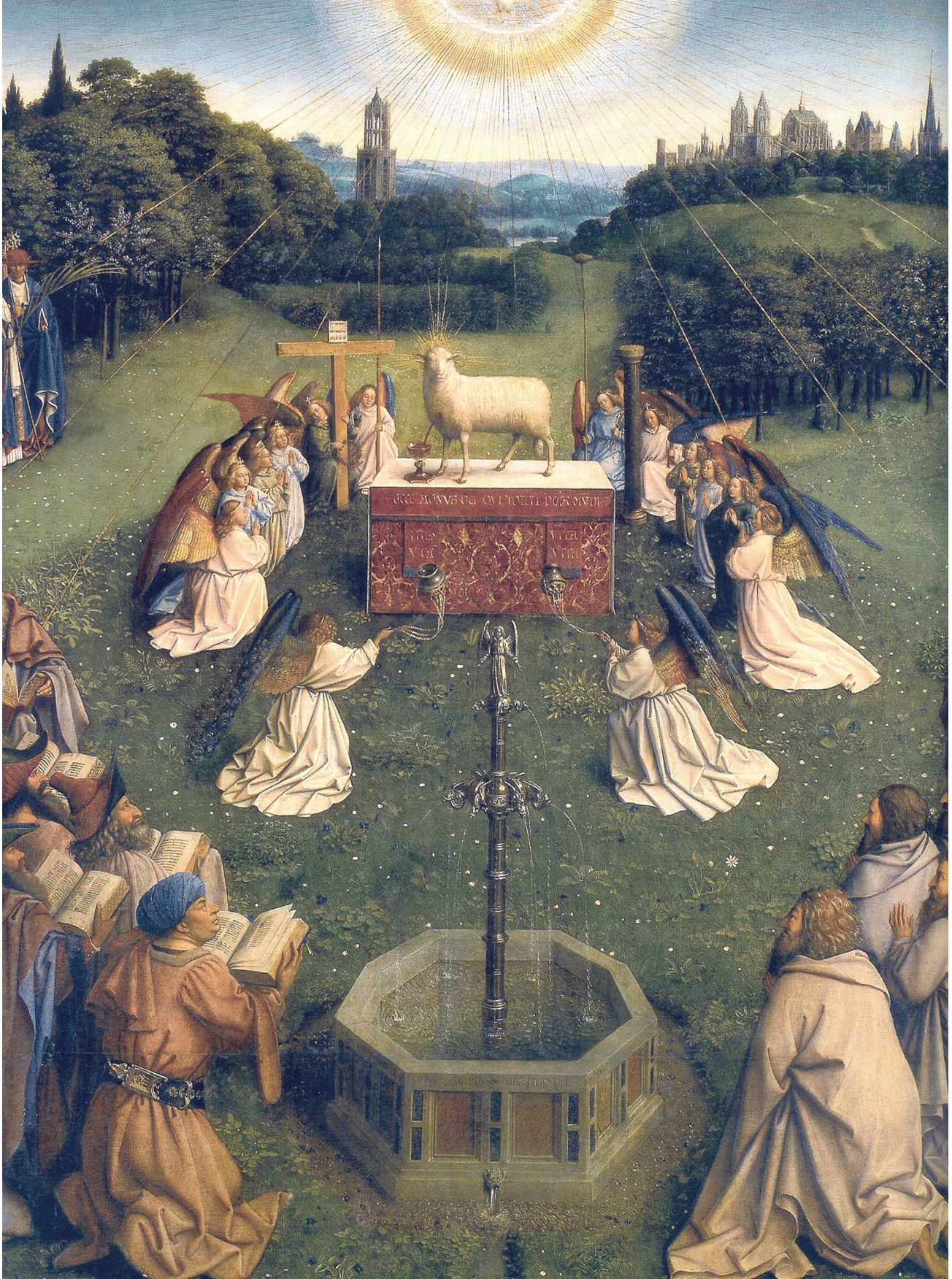
**MATERIALS:** Bible, image of Hubert and Jan van Eyck's *Adoration of the Mystic Lamb*, 11" x 17" white cardstock, chart depicting and labeling the basic liturgical elements on or near the altar during the Mass, colored pencils.

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Psalm 91:4 in your Bible.	Pray lectio divina: Psalm 91:4.	
<b>1st Moment</b>		Remind children that the altar is the table from which the Mass is celebrated. It is also the table from which we are invited to share a special meal—the bread and wine that becomes the Body and Blood of Jesus in the Eucharist.	
<b>2nd Moment</b>	Print the chart depicting the basic liturgical elements of the Mass onto the cardstock.	<p>Point to the chart. Tell children the altar cloth covers the altar like a tablecloth.</p> <p>The crucifix is like a cross with the body of Jesus on it.</p> <p>The chalice and paten are like a cup and a plate. During the Mass they hold the wine and bread.</p> <p>There are candles in candlesticks on the altar.</p>	<p>The altar cloth is often made from a fabric called linen, which is woven from the fibers of the flax plant.</p> <p>The crucifix helps us to remember that Jesus was sacrificed on the cross for us.</p> <p>Both the chalice and paten should be made from a precious metal such as gold.</p> <p>The candles should be made from beeswax. They remind us that Jesus is the “light of the world (John 8:12).”</p> <p>The candlesticks should be made from a precious metal such as gold.</p>
<b>3rd Moment</b>	Print copies of the <i>Adoration of the Mystic Lamb</i> from the Ghent Altarpiece.	<p>Ask children if they would like to see a picture of an altar.</p> <p>Examine the <i>Adoration of the Mystic Lamb</i> from the Ghent Altarpiece together.</p> <p>Point out the altar in the center, the worshipping angels, the chalice, and the lamb.</p> <p>Remind children that Jesus is the Lamb of God.</p>	<p><i>The Adoration of the Mystic Lamb</i> from the Ghent Altarpiece was painted by Hubert and Jan van Eyck and completed in 1432.</p> <p>John the Baptist calls Jesus the Lamb of God in the Gospel of John (John 1:29).</p>
<b>4th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>		Teach children to sing “Lamb of God” however it is sung in your parish.	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	



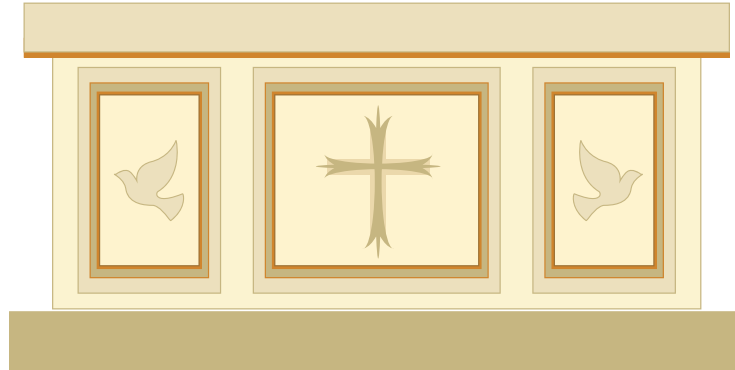
*Adoration of the Mystic Lamb*

Detail from the Ghent Altarpiece in St. Bavo's Cathedral Ghent, Belgium, Wikimedia Commons, Public Domain

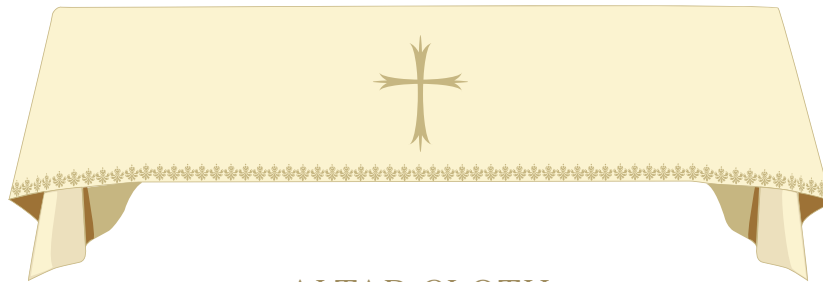




## LITURGICAL ELEMENTS



ALTAR



ALTAR CLOTH



ALTAR CANDLES



CHALICE



CRUCIFIX

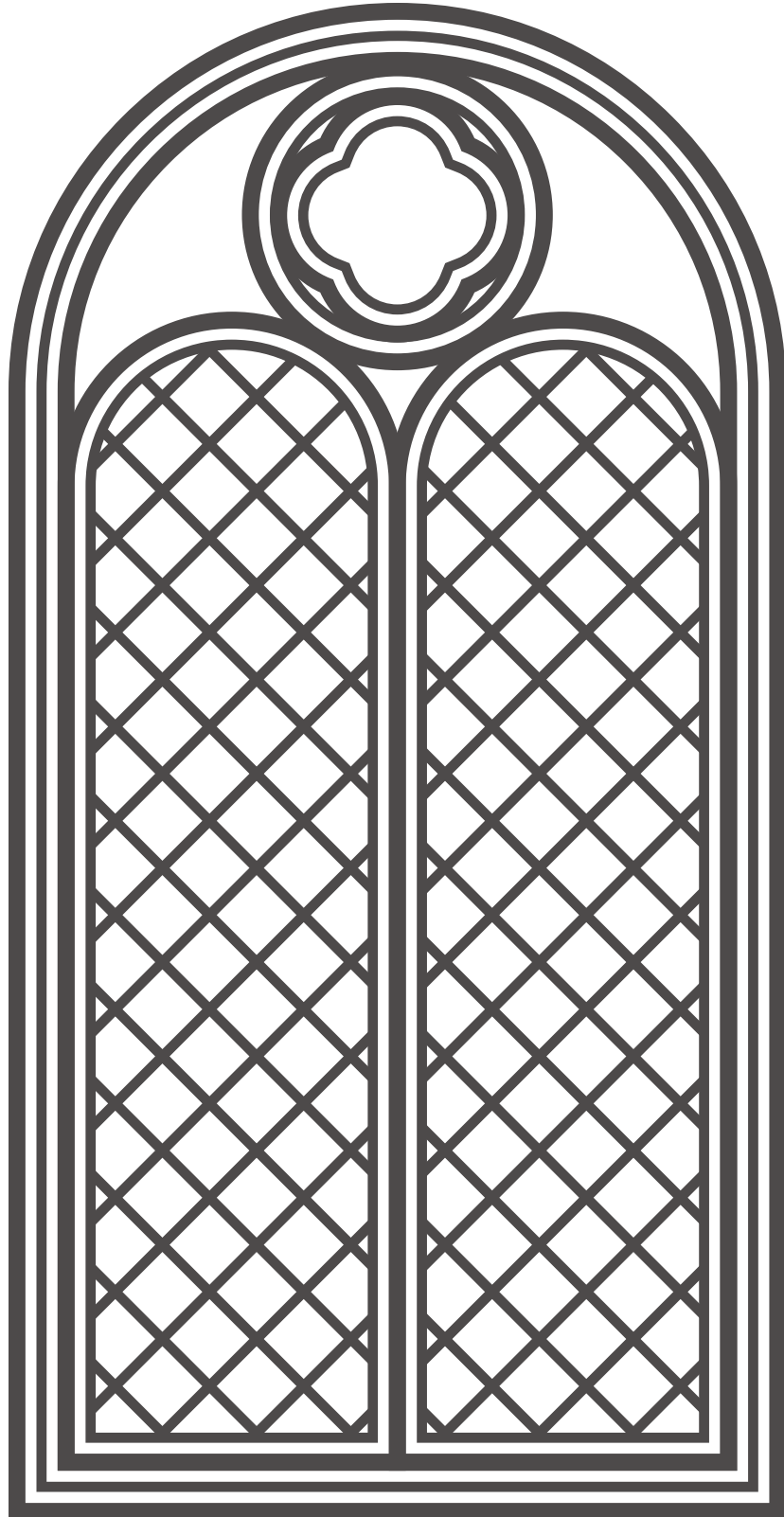


PATEN



## BONUS ACTIVITY

*Inspired by the stained glass windows you see at your local Church, color this window with colored pencils.*





UNIT II | Lesson Five

WELCOMING CHILDREN TO SACRED SPACE

*Liturgical Colors*

## LESSON OBJECTIVE

*The purpose of this lesson is to introduce children to the meaning of the four main liturgical colors, each of which is associated with a particular season or feast.*

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## SUGGESTED MATERIALS

- Bible
  - Image of H. Baron and L. Massard's *Le prêtre réfractaire*
  - "Creator Alme Siderum," link provided on The Music of Richard Burchard website, <https://www.richardburchard.com/works/creator-alme-siderum-satb>
  - Phone or other device for playing music
  - 11" x 17" white cardstock
  - Chart depicting and labeling the liturgical colors
  - Coloring sheet for the liturgical colors
  - Colored pencils
- 

## VOCABULARY

<b>Alb</b>	a vestment of white linen worn by the priest during the Mass
<b>Chasuble</b>	an outer vestment worn over the alb by the priest during the Mass
<b>Liturgical colors</b>	the colors associated with specific liturgical seasons and feasts and worn by the priest during the Mass
<b>Vestments</b>	liturgical garments worn by the priest during the Mass

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## GATHERING AND PRAYER

Pray *lectio divina* using Zephaniah 3:17.



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## GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the liturgical colors onto the cardstock.

Remind the children that the year has four seasons: spring, summer, fall, and winter. Explain that the church has seasons, too, and that each of these seasons has its own color and feasts.

Tell the children that the priest wears special clothing called vestments during the Mass. The outer vestment is called a chasuble and its color depends on the feast or the season. For example, the priest wears purple during Advent and Lent, while preparing for Christmas and Easter. Point to the purple chasuble on the chart.

Tell the children that white is the color of feast days, so the priest wears a white chasuble on Christmas and Easter. Point to the white chasuble on the chart. Add that green is the color of the time after Christmas and Easter. We call this time Ordinary or Growing Time. Point to the green chasuble on the chart. Red is the color of a special feast called Pentecost or the Feast of the Holy Spirit. Point to the red chasuble on the chart.

Ask the children if they would like to see a picture of a priest in his chasuble. Show them *Le prêtre réfractaire* by H. Baron and L. Massard and note that the priest is wearing a red chasuble. Ask them which feast he is celebrating.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, ask the children to color in the coloring sheet for the liturgical colors, while listening to "Creator Alme Siderum."

---

## REFLECTION QUESTIONS

- > *Is it helpful to know why the priest wears certain colors?*
- > *Is it important to know why the priest wears certain colors?*
- > *Why does the priest wear white on feast days?*

## ACTIVITY

Color in the coloring sheet for the liturgical colors, while listening to **Creator Alme Siderum**.

- Hand out the coloring sheet.
- Review the liturgical colors with the children.
- Have the children color the coloring sheet for the liturgical colors.



CHRISTMAS OR EASTER



ORDINARY TIME



ADVENT OR LENT



PENTECOST

## SUMMARY LESSON PLAN

**Lesson Five: Welcoming Children to Sacred Space (Liturgical Colors)**

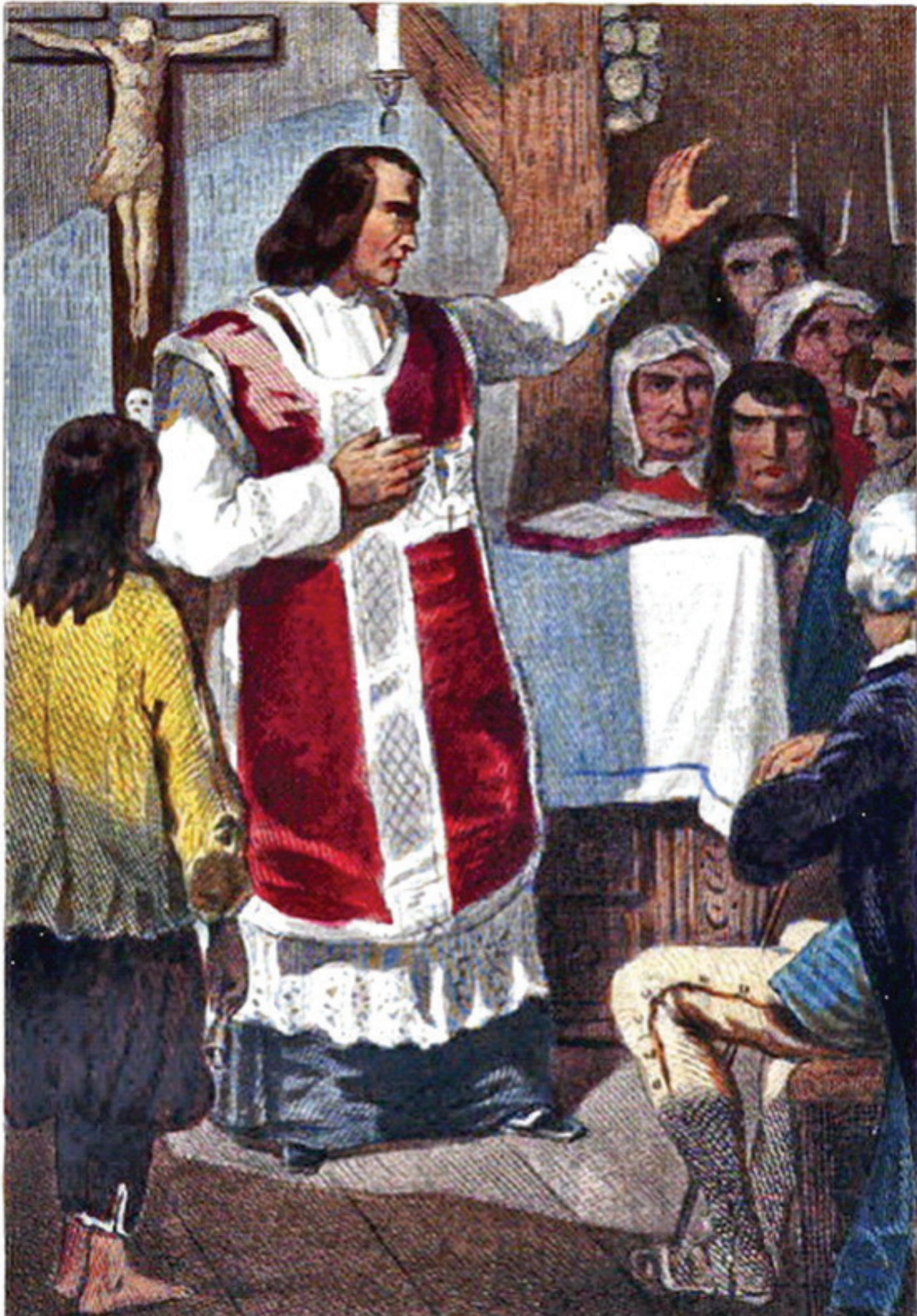
**MATERIALS:** Bible, image of H. Baron and L. Massard's *Le prêtre réfractaire*, "Creator Alme Siderum," phone or other device for playing music, 11" x 17" white cardstock, chart depicting the liturgical colors, coloring sheet for the liturgical colors, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Zephaniah 3:17 in your Bible	Pray <i>lectio divina</i> : Zephaniah 3:17	
<b>1st Moment</b>		Remind children that the year has four seasons: spring, summer, fall, and winter.  Tell children that the church has seasons, too, and that each of these seasons has its own feasts and color.	
<b>2nd Moment</b>		Tell children the priest wears special clothing called vestments during the Mass. The outer vestment is called a chasuble.  The color of the chasuble depends on the feast or season.	The chasuble is worn over an alb. An alb is a vestment of white linen worn by the priest during the Mass.
<b>3rd Moment</b>	Print the chart depicting the liturgical colors onto the cardstock.  Print copies of <i>Le prêtre réfractaire</i> .	Point to the chart. Tell children the priest wears purple during Advent and Lent, while preparing for Christmas and Easter.  White is the color of feast days, so the priest wears a white chasuble on Christmas and Easter.  Green is the color of the time after Christmas and Easter. We call this time Ordinary or Growing Time.  Red is the color of a special feast called Pentecost or the Feast of the Holy Spirit.	<i>Le prêtre réfractaire</i> is an illustration from <i>Les Français sous la Révolution</i> , published in 1843.
<b>4th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Print copies of the coloring sheet.  Have "Creator Alme Siderum," ready to play.	Have children color in the coloring sheet for the liturgical colors.  Play "Creator alme siderum."	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

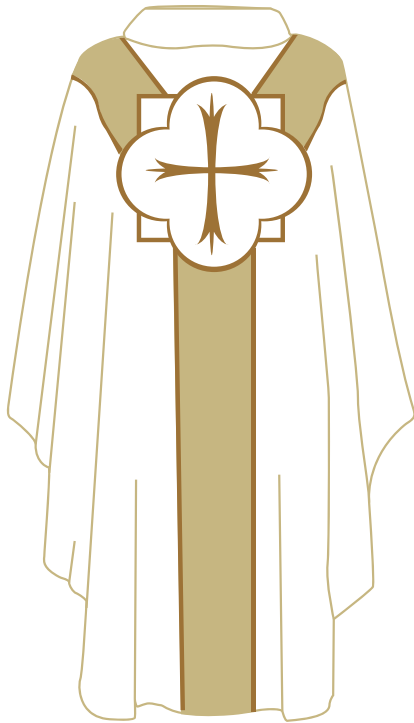


*Le prêtre réfractaire (1843)*

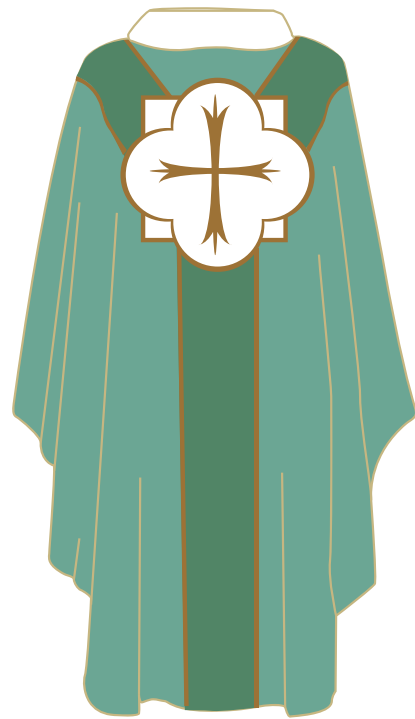
Illustration in *Les Français sous la Révolution*, by H. Baron and L. Massard, Wikimedia Commons, Public Domain



## LITURGICAL COLORS



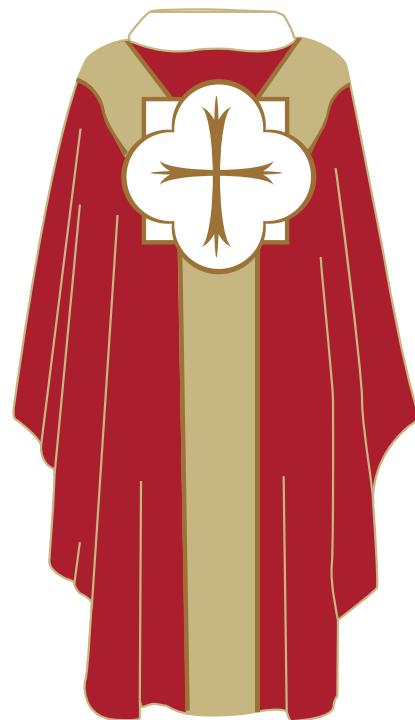
CHRISTMAS OR EASTER



ORDINARY TIME



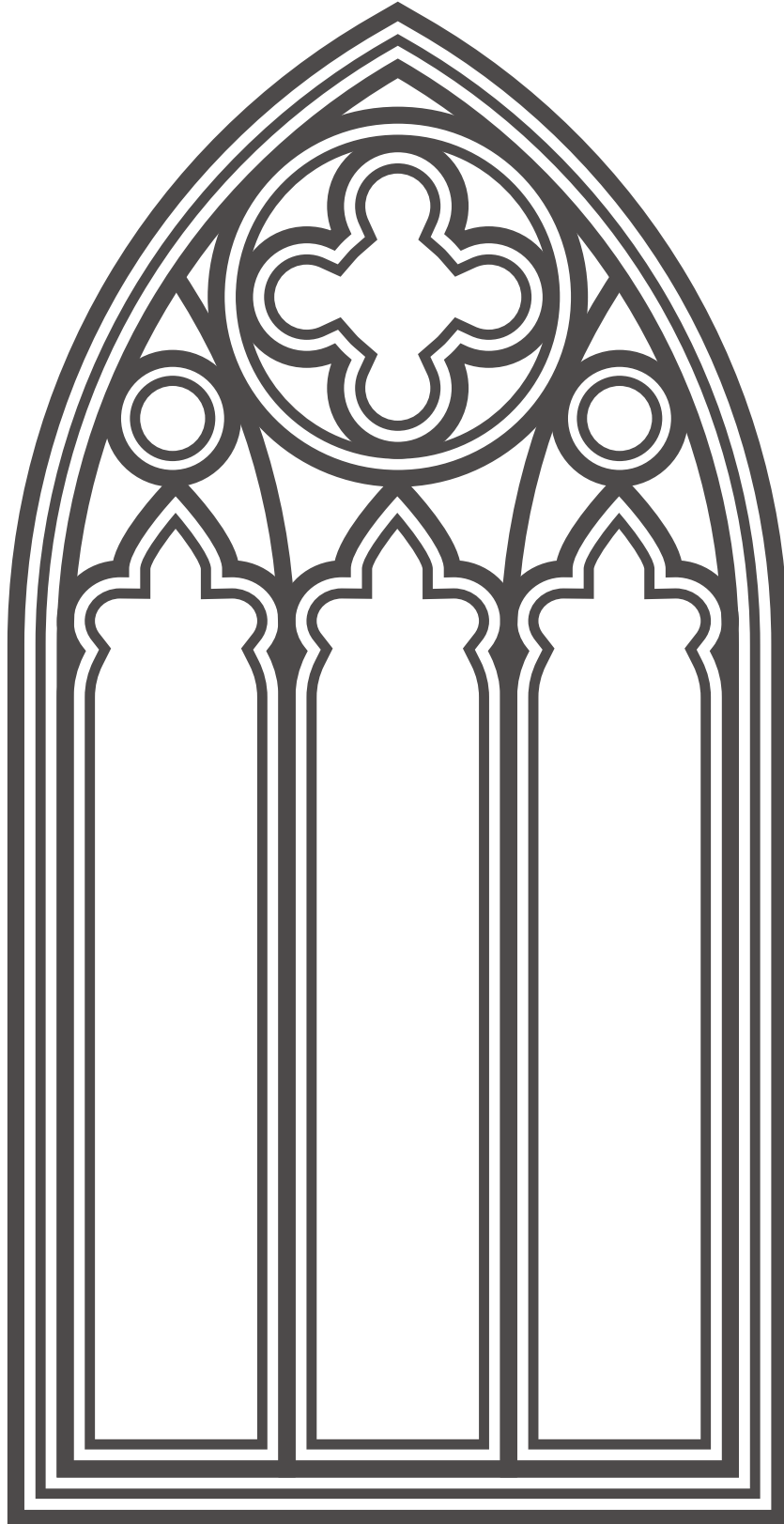
ADVENT OR LENT



PENTECOST

## BONUS ACTIVITY

*Inspired by the stained glass windows you see at your local Church, color this window with colored pencils.*







UNIT II | Lesson Six

## WELCOMING CHILDREN TO SACRED SPACE

*Liturgical Calendar*

## LESSON OBJECTIVE

*The purpose of this lesson is to introduce children to the principal seasons and feasts of the Church year.*

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## SUGGESTED MATERIALS

- Bible
  - “Forty Days and Forty Nights,” performance on *Welcoming Children in Worship* website, <https://wchorship.wpenginepowered.com/forty-days-and-forty-nights/>
  - Phone or other device for playing video
  - 11” x 17” white cardstock
  - Chart depicting and labeling the liturgical calendar
  - Coloring sheet for the liturgical calendar
  - Colored pencils
- 

## VOCABULARY

### **Feast day**

a day set aside to honor and observe an event from the life of Jesus Christ, a specific saint, or a mystery of faith

### **Liturgical calendar**

calendar showing the cycle of liturgical seasons and feasts of the Church year

### **Liturgical season**

distinct period of the Church year with unique opportunities for spiritual growth

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## GATHERING AND PRAYER

Pray *lectio divina* using Jeremiah 29:11.

## GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the liturgical calendar onto the cardstock.

Introduce the concept of liturgical time with the liturgical calendar. A calendar is something we use to identify what month and day it is. We also use a calendar to mark the date and time of special events. The Church has a calendar, too, to mark the feasts and seasons of the year. We call this a liturgical calendar.

Using the liturgical calendar, point out that the Church year begins with Advent. Draw attention to the color of Advent, which is purple, and remind the children that the priest wears purple while preparing for Christmas. The Church gives us four whole weeks to prepare for Christmas. We call this time the Advent season.

Point to the white area adjacent to Advent and remind the children that white is the color for feast days. Christmas is a feast day because it honors the birth of Jesus—but Christmas is more than just one day. The celebration of Jesus' birth continues for three weeks. This long celebration is called the Christmas season.

Point out the area on the calendar for Lent, which is purple. Because Easter is the most important celebration of the Church year, the Church gives us six whole weeks to prepare for it. We call this time Lent or the Lenten season.

Pointing to the adjoining white area, say that Easter is the highpoint of the Church year as it celebrates the Paschal Mystery of Jesus' passion, death, and resurrection by which we are saved. Like Christmas, Easter is more than one day. Easter is such a big celebration that we celebrate for six weeks. We call this the Easter season.

After Easter, there is a feast called Pentecost. Point to the red area on the calendar. Pentecost is when the Holy Spirit descended on Mary and the Apostles. It is just one day, so there is only a sliver of color.

There are two green areas on the calendar—a small one after Christmas and a big one after Pentecost. This period is called Ordinary or Growing Time. Point to both areas. In this case, Ordinary means time we are not celebrating or preparing to celebrate. It is also a time when we deepen and cultivate our faith.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, ask the children to color in the coloring sheet for the liturgical calendar, while listening to "Forty Days and Forty Nights."

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## REFLECTION QUESTIONS

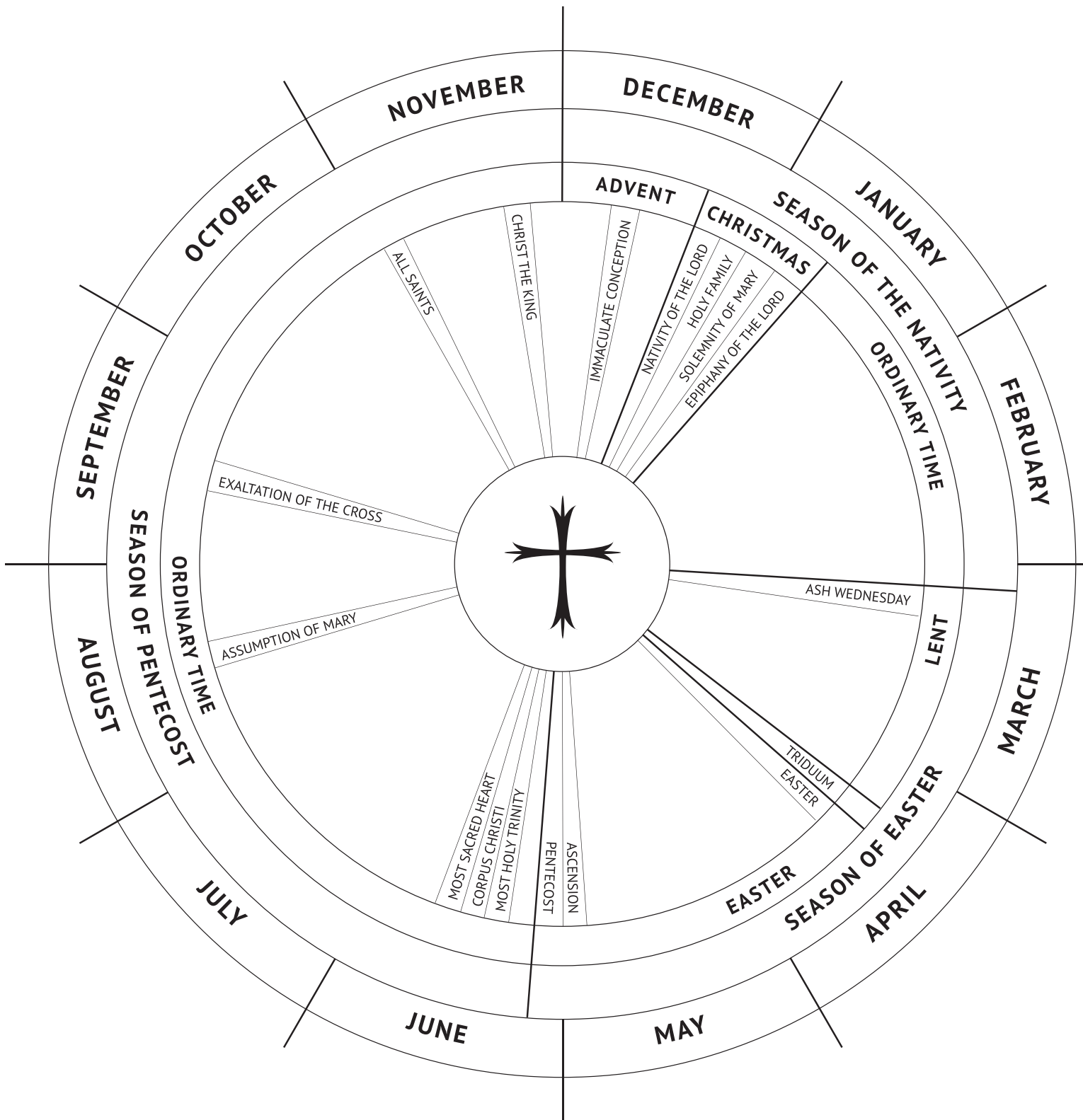
- > *Is it important to know where we are in the Church year?*
- > *Does it make sense for a celebration to be more than one day?*
- > *Why does the Church give us so much time to prepare for a celebration?*



## ACTIVITY

Color in the coloring sheet for the liturgical colors, while listening to *Forty Days and Forty Nights*.

- Hand out the coloring sheet.
- Review the liturgical colors with the children.
- Have the children color the coloring sheet for the liturgical colors.



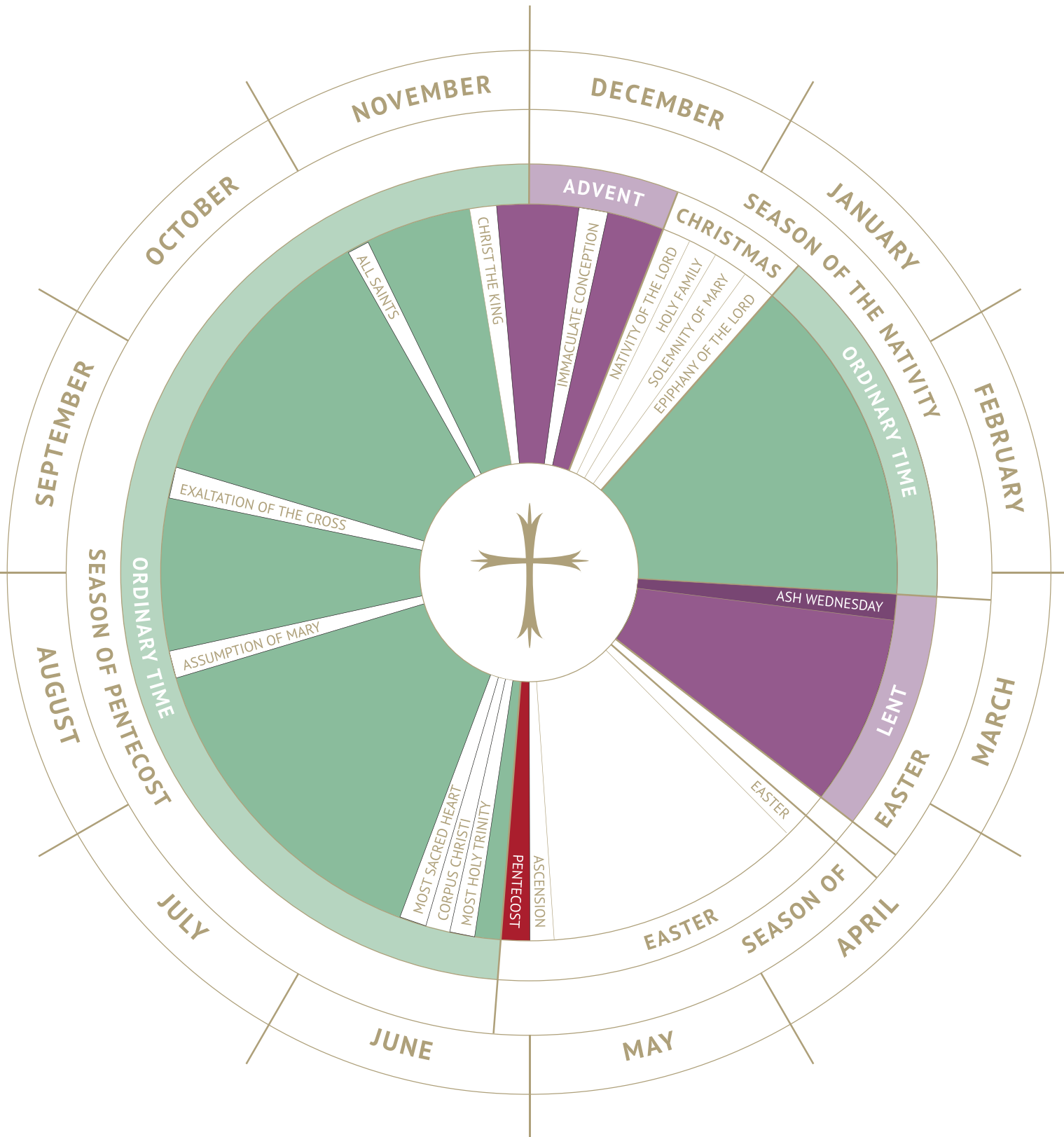
## SUMMARY LESSON PLAN

### Lesson Six: Welcoming Children to Sacred Space (*Liturgical Calendar*)

**MATERIALS:** Bible, “Forty Days and Forty Nights,” phone or other device for playing video, 11” x 17” white card stock, chart depicting the liturgical calendar, coloring sheet depicting the liturgical calendar, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Jeremiah 29:11 in your Bible.	Pray lectio divina: Jeremiah 29:11.	
<b>1st Moment</b>		Tell children we have a calendar for the year: spring, summer, fall, winter.  The Church has a calendar too. It marks the feasts and seasons of the Church year.	A calendar identifies what day it is or marks the date and time of a special event.  The Church calendar is called a liturgical calendar.
<b>2nd Moment</b>	Print the chart depicting the liturgical calendar onto the cardstock.	Point to the calendar. Tell children Advent is the beginning of the Church year.  Advent is a time of preparation for Christmas. It is colored purple on the calendar.  Christmas day is a feast. It is colored white on the calendar.  The time of preparation for Easter is called Lent. It is also colored purple on the calendar.  The biggest celebration of the year is Easter. It is also colored white on the calendar.  After Easter, there is a special feast called Pentecost or the Feast of the Holy Spirit. It is colored red on the calendar.  The time after Christmas and Easter is called Ordinary or Growing Time. It is colored green on the calendar.	The Church gives us four-weeks to prepare for Christmas. We call this time the Advent season.  Christmas is more than just one day. Christmas is so important that we celebrate for three weeks. We call this time the Christmas season.  Easter is so important the Church gives us a six weeks to prepare for it. We call this time Lent or the Lenten season.  Easter is more than just one day. Easter is so important that we celebrate for six weeks. We call this time the Easter season.  Pentecost is when the Holy Spirit descends on Mary and the Apostles.  Ordinary means the time we are not celebrating or preparing to celebrate. It is also a time when we cultivate our faith.
<b>3rd Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Print copies of the coloring sheet.  Have “Forty Days and Forty Nights” ready to play.	Have children color in the coloring sheet for the liturgical calendar.  Play “Forty Days and Forty Nights.”	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

# LITURGICAL CALENDAR





A photograph of two children in a dark room, illuminated by the warm glow of a single lit candle. The child in the foreground is shown in profile, looking down at the candle held in their hand. The child in the background is slightly out of focus, also looking towards the candle. The overall mood is solemn and reverent.

UNIT III | Lesson Seven

WELCOMING CHILDREN TO SACRED SPACE

*Sign of the Cross*

## LESSON OBJECTIVE

*The purpose of this lesson is to strengthen children's understanding of the Sign of the Cross and its power as a universal sign of God's love.*

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## SUGGESTED MATERIALS

- Bible
- 

## VOCABULARY

**Blessed or Holy Trinity** a name affirming that God is one God in three divine Persons

**Sign of the Cross** a confession of faith by which we affirm the mystery of the Blessed Trinity and the centrality of the Cross;  
also used as a gesture of blessing

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## GATHERING AND PRAYER

Pray *lectio divina* using Psalm 9:1.

---

## GUIDING CHILDREN'S EXPERIENCE

Explain that the Sign of the Cross is a universal gesture. Every day, all over the world, Christians are making the Sign of the Cross. Why is the Sign of the Cross so special?

We already know that the Sign of the Cross is a reminder of our baptism. It is equally a reminder that God is one God in three divine Persons. Like a crucifix, the Sign of the Cross is a powerful symbol of Jesus' death and resurrection. When we sign ourselves with the Sign of the Cross, we are accepting the greatness of his gift.

Make the Sign of the Cross without words. Make it large—from forehead to chest and shoulder to shoulder—and take your time. The Sign of the Cross should be expansive and unhurried—a clear indication of reverence and love of the Trinity of Father, Son and Holy Spirit.

Make the Sign of the Cross again, this time including the words. Be sure to connect the words with the gestures: In the name of the Father (forehead), and of the Son (chest), and of the Holy (left shoulder) Spirit (right shoulder). Amen. As previously, it should be expansive and unhurried.

Ask the children if they would like to see a picture of someone who is making the Sign of the Cross. As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, divide the children into groups of two and ask them to practice making the Sign of the Cross together.

---

## REFLECTION QUESTIONS

- > *When do we make the Sign of the Cross?*
- > *Is the Sign of the Cross a prayer?*
- > *What are we saying when we make the Sign of the Cross?*



## ACTIVITY

*Practice making the Sign of the Cross.*

- Divide the children into groups of two.
- Have the children practice making the Sign of the Cross together. If the children are very young, have them
- practice the gesture only or say the words for them.



## SUMMARY LESSON PLAN

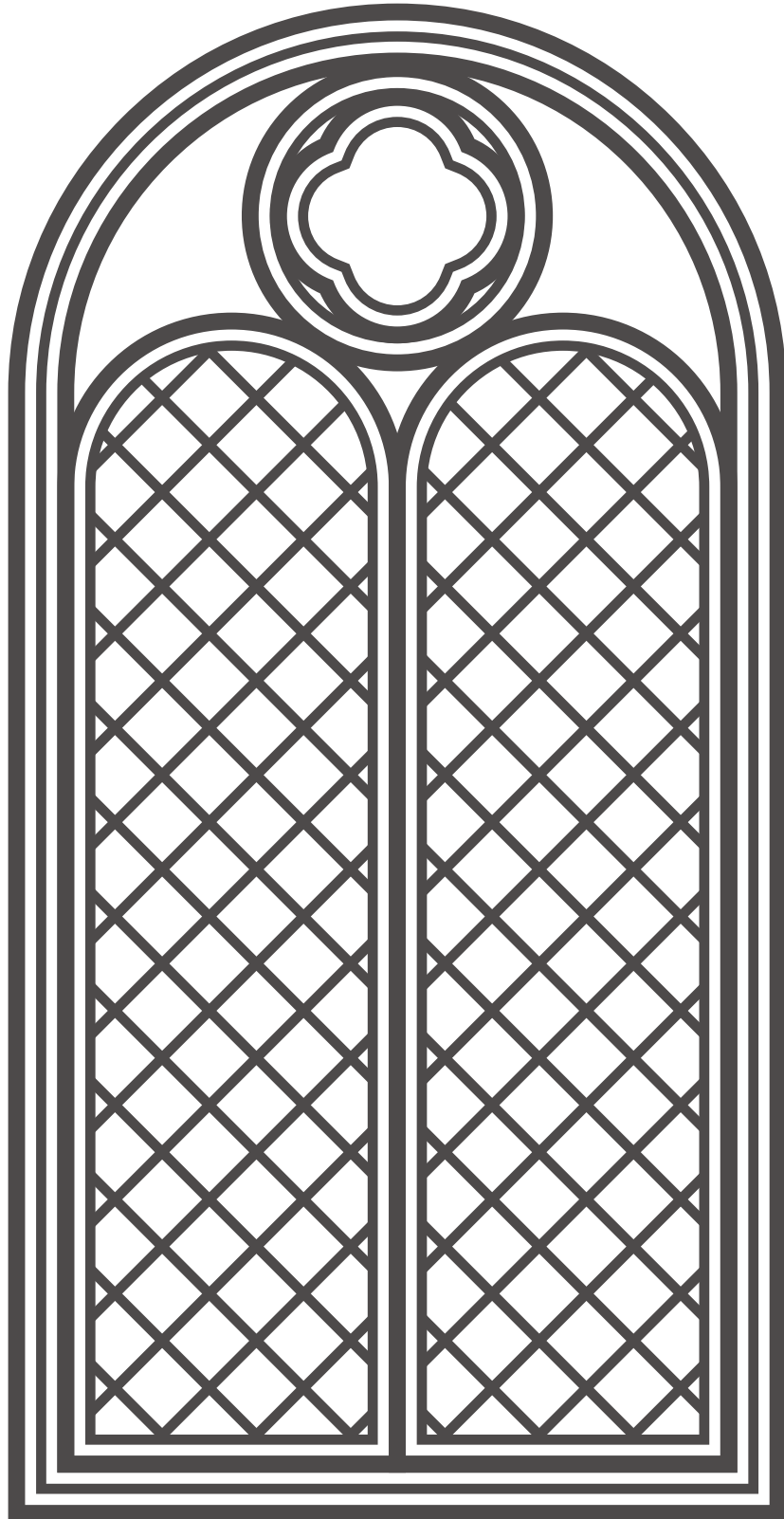
**Lesson Seven: Welcoming Children to Sacred Space** (*Sign of the Cross*)

MATERIALS: Bible.

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Psalm 9:1 in your Bible.	Pray <i>lectio divina</i> : Psalm 9:1.	
<b>1st Moment</b>		Tell children that the Sign of the Cross is a universal gesture. Every day, all over the world, Christians are making the Sign of the Cross.  Ask children what makes the Sign of the Cross so special.	
<b>2nd Moment</b>		Tell children that the Sign of the Cross is a reminder of our baptism.  It is also a reminder that God is one God in three divine Persons.  Like a crucifix, the Sign of the Cross is a powerful symbol of Jesus' death and resurrection.  When we sign ourselves with the Sign of the Cross, we are accepting the greatness of his gift.	
<b>3rd Moment</b>		Make the Sign of the Cross without words.  Make it expansive and unhurried.  Make the Sign of the Cross again. Include the words.  Be careful to connect the words with the gestures.	
<b>4th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Divide children into groups of two.	Have children practice making the Sign of the Cross together.	If children are very young, have them practice the gesture only or say the words for them.
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

## BONUS ACTIVITY

*Inspired by the stained glass windows you see at your local Church, color this window with colored pencils.*







UNIT III | Lesson Eight

WELCOMING CHILDREN TO SACRED SPACE

*Gestures*

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## LESSON OBJECTIVE

*The purpose of this lesson is to facilitate children’s awareness of gestures as signs and expressions of spiritual truths. (The gestures of the epiclesis and the offering may be introduced together or offered as two separate lessons.)*

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## SUGGESTED MATERIALS

- Bible
  - Clear glass plate
  - Clear wine glass
  - Paper host
  - White linen cloth
- 

## VOCABULARY

<b>Gesture</b>	a movement that communicates meaning without using words
<b>Epiclesis</b>	the invocation of the Holy Spirit for the consecration of the bread and wine during the Eucharistic Prayer
<b>Offering</b>	a gesture of thanksgiving for the consecration of the bread and wine during the Eucharistic Prayer
<b>Transubstantiation</b>	the doctrine holding that the bread and wine of the Eucharist are transformed into the Body and Blood of Christ, although their appearance remains the same

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## GATHERING AND PRAYER

Pray *lectio divina* using Habakkuk 3:19.

## GUIDING CHILDREN'S EXPERIENCE

Have on hand a white linen cloth, a wine glass, and a small glass plate with a paper host. You will be using them during your demonstrations of the epiclesis and the offering.

Explain that a gesture is a movement—a movement that says something without using words. Demonstrate two or three gestures the children can identify, such as saying “yes” with a head nod or “hello” with a hand wave.

Introduce the idea that some gestures are part of the Mass. These gestures are so important that they happen every time. Two of these gestures are the epiclesis and the offering.

Tell the children that the epiclesis takes place during the Eucharistic Prayer and that when the priest makes this gesture, he is asking the Holy Spirit to transform the bread and wine into the Body and Blood of Christ.

Demonstrate the gesture. Lay out the white linen cloth. Place the wine glass and the small glass plate with the paper host in the center. In a standing position, raise your hands, holding them palms down above the wine glass and the plate. Lower them.

Explain that the gesture of the epiclesis is accompanied by a prayer. Recite the prayer, while demonstrating the gesture:

***O Lord, we humbly implore you: by the same Spirit graciously make holy these gifts we have brought to you for consecration, that they may become the Body and Blood of your Son our Lord Jesus Christ.***

Invite the children to share what they think these words mean. Have they heard them before? Where was it? Who said them?

Tell the children that the offering takes place during the Eucharistic Prayer, when the priest joins the gifts of the bread and wine—which have been transformed by the Holy Spirit into the Body and Blood of Christ—to the sacrifice of Jesus on the cross.

Return to the white linen cloth, the wine glass, and the small glass plate with the paper host. Demonstrate the gesture. In a standing position, take the wine glass in your right hand and the plate in your left. Raise them up together.

Explain that the offering is also accompanied by a prayer. Recite the prayer, while demonstrating the gesture:

***Through him, and in him, and with him, O God, Almighty Father, in the unity of the Holy Spirit, all glory and honor is yours, for ever and ever. Amen.***

Invite the children to share what they think these words mean. Have they heard them before? Where was it? Who said them?

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, divide the children into groups of two and ask them to practice the epiclesis and the offering together.

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## REFLECTION QUESTIONS

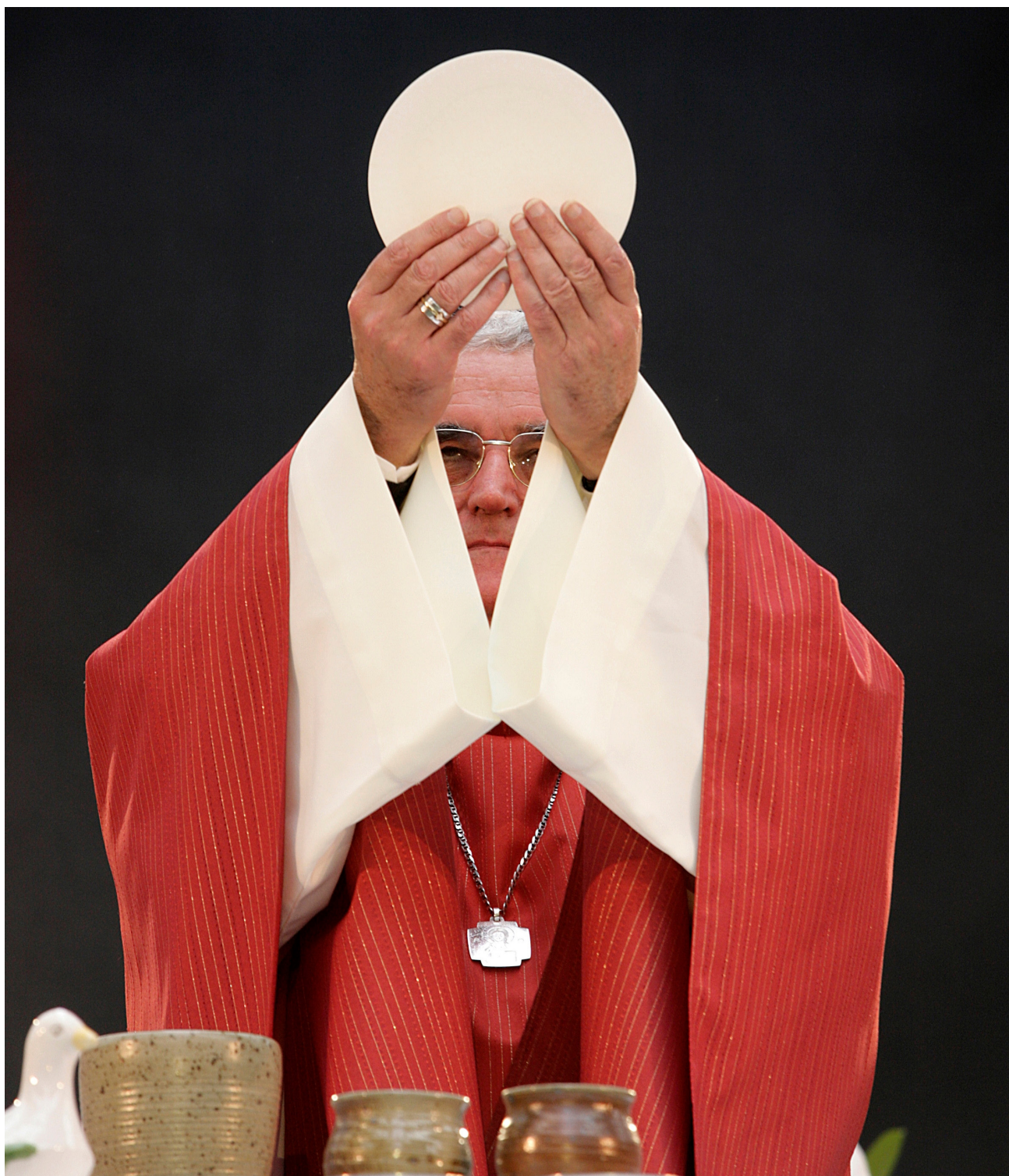
- > *How are the epiclesis and the offering similar?*
- > *How are the epiclesis and the offering different?*
- > *When the Holy Spirit transforms the bread and wine into the Body and Blood of Christ, can we see the change? Did it still happen?*



## ACTIVITY

*Practice the epiclesis and the offering.*

- Divide the children into groups of two.
- Have the children practice the epiclesis and the offering together. One can make the gesture and the other can say the words. If the children are very young, have them practice the gesture only or read the words for them.



## SUMMARY LESSON PLAN

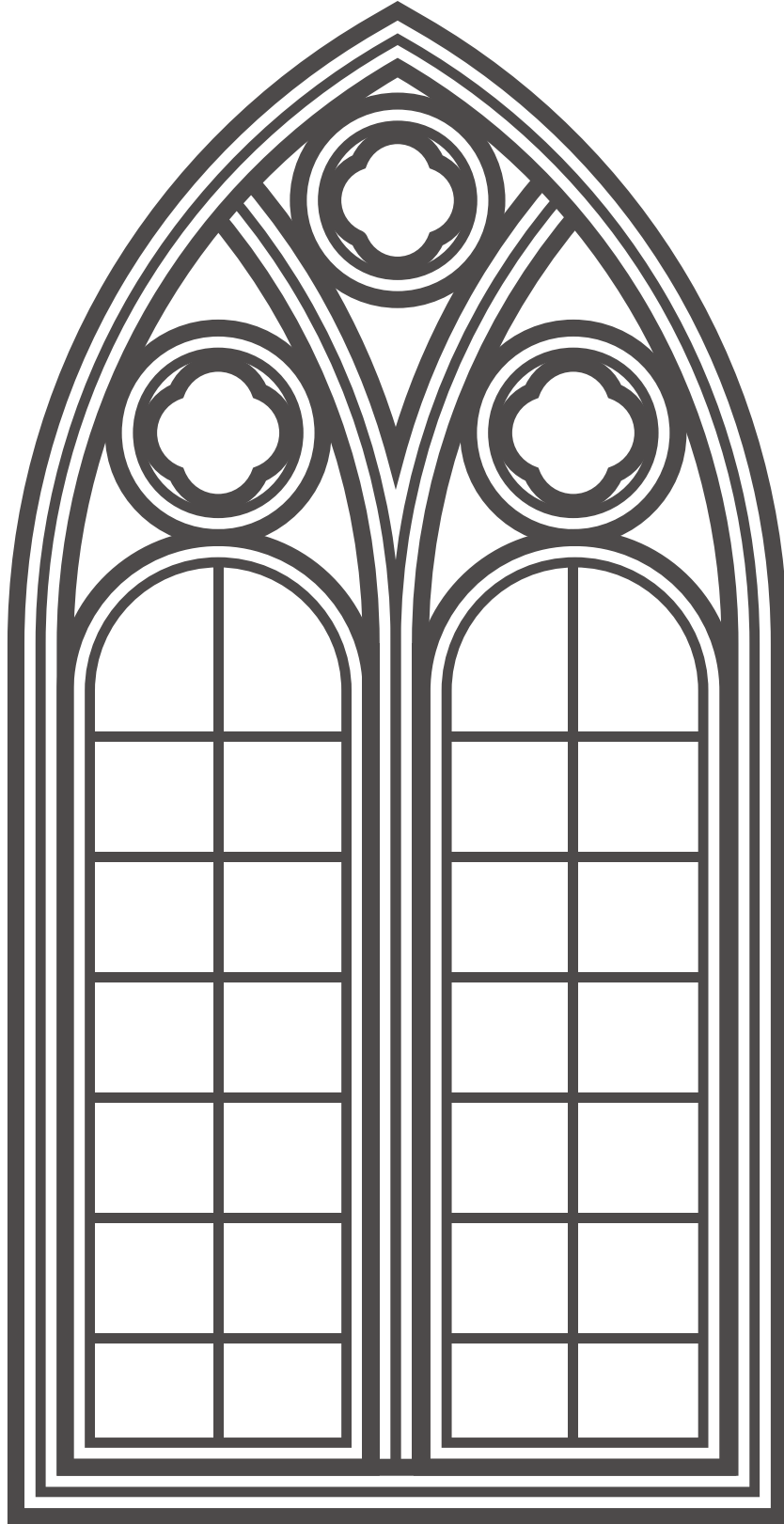
**Lesson Eight: Welcoming Children to Sacred Space (Gestures)**

MATERIALS: Bible, clear glass plate, clear wine glass, paper host, white linen cloth

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Habakkuk 3:19 in your Bible.	Pray <i>lectio divina</i> : Habakkuk 3:19.	
<b>1st Moment</b>		Tell children that a gesture is a movement that says something without using words.  Demonstrate two or three gestures the children can identify.	
<b>2nd Moment</b>		Tell children that some gestures are part of the Mass. These gestures are so important that they happen every time.	Two of these gestures are the epiclesis and the offering.
<b>3rd Moment</b>		Tell children that when the priest makes the gesture of epiclesis, he is asking the Holy Spirit to transform the bread and wine into the Body and Blood of Christ.  Demonstrate the gesture.  Tell children the gesture is accompanied by a prayer.  Demonstrate the gesture with the prayer.	<i>O Lord, we humbly implore you: by the same Spirit graciously make holy these gifts we have brought to you for consecration that they may become the Body and Blood of your Son our Lord Jesus Christ.</i>
<b>4th Moment</b>		Tell children that when the priest makes the gesture of the offering, he is joining the gifts of the bread and wine to the sacrifice of Jesus on the cross.  Demonstrate the gesture.  Tell children the gesture is accompanied by a prayer.  Demonstrate the gesture with the prayer.	<i>Through him, and with him, and in him, O God, Almighty Father, in the unity of the Holy Spirit, all glory and honor is your, for ever and ever. Amen.</i>
<b>5th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Divide children into groups of two.	Have children practice the epiclesis and the offering together.	If children are very young, have them practice the gesture only or read the words for them.
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

## BONUS ACTIVITY

*Inspired by the stained glass windows you see at your local Church, color this window with colored pencils.*







UNIT III | Lesson Nine

WELCOMING CHILDREN TO SACRED SPACE

*Postures*

## LESSON OBJECTIVE

*The purpose of this lesson is to further children’s awareness that reverence for God is expressed through our bodies.*

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## SUGGESTED MATERIALS

- Bible
  - Image of El Greco’s *St. Dominic in Prayer*
  - “All Glory Laud and Honor,” performance on *Welcoming Children in Worship* website <https://wccworship.wpenginepowered.com/all-glory-laud-and-honor/>
  - Phone or other device for playing video
  - Copywork template
  - Pens or pencils
  - Colored pencils
- 

## VOCABULARY

**Posture**            the position in which we hold our bodies

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## GATHERING AND PRAYER

Pray *lectio divina* using Psalm 4:8.

## GUIDING CHILDREN'S EXPERIENCE

Have on hand a small, flat cushion or towel folded over several times. You will be using it during your demonstration of the posture of kneeling.

Explain to the children that a posture refers to the way we hold our bodies, and that a posture, like a gesture, is a way of saying something without using words. There are some postures we see all the time, but they take on special meaning when we see them at Mass. Two of these postures are kneeling and standing.

Introduce kneeling as a posture of adoration. When we kneel, we are showing that we are mindful of God's greatness. All-powerful, all-knowing, and present everywhere, God is the creator of everything and everyone. Add that kneeling is also a posture of humility and shows that we recognize our smallness in God's presence.<sup>1</sup>

Demonstrate the posture. Lower your knees to the cushion or towel, making sure that your demeanor is deferential and unhurried. The posture of kneeling should be upright and not slouched. Kneeling, as a posture, may seem trivial or insignificant, but when we kneel before God, it becomes meaningful as an expression of reverence.<sup>2</sup>

Introduce standing as a posture of deference. When we stand for people we consider important, we are showing our respect for their achievements or position. How much more worthy is God of our consideration? This is why we stand for the Gospel during the Mass.

Demonstrate the posture. Straighten your back and lift your head, making sure not to fidget or shuffle your feet. The posture of standing should appear disciplined, but not rigid. Standing, as a posture, may seem immaterial or unimportant, but when we stand before God, it becomes a way for us to honor or show our deep respect for him.

Ask the children if they would like to see a picture of someone kneeling in prayer. Show them *St. Dominic in Prayer* painted by El Greco. Point out St. Dominic's posture and demeanor and the way he is holding the crucifix in his hands. These are indications of his reverence and humility.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, have the children copy and illustrate Psalm 95:6, while listening to "All Glory Laud and Honor."

### Notes

1. Romano Guardini, *Sacred Signs*. trans. Grace Branham (St. Louis: Pio Decimo Press, 1956)  
<https://www.ewtn.com/catholicism/library/sacred-signs-11190>
2. Guardini.

## REFLECTION QUESTIONS


- > *Why do we kneel during the Mass?*
- > *Why do we stand during the Mass?*
- > *What are you thinking about when you are kneeling or standing at Mass?*



## ACTIVITY

*Using the template provided, have the children copy and illustrate Psalm 95:6, while listening to **All Glory Laud and Honor**.*

*O come, let us worship and bow down,  
let us kneel before the Lord, our Maker!*



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## SUMMARY LESSON PLAN

**Lesson Six: Welcoming Children to Sacred Space** (*Liturgical Calendar*)

MATERIALS: Bible, image of El Greco's *St. Dominic in Prayer*, "All Glory Laud and Honor," phone or other device for playing music, copywork template, pens or pencils, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Psalm 4:8 in your Bible.	Pray lectio divina: Psalm 4:8.	
<b>1st Moment</b>		Tell children that a posture refers to the way we hold our bodies. A posture, like a gesture, is a way of saying something without using words. There are some postures we see all the time, but they take on special meaning when we see them at Mass.	Two of these postures are kneeling and standing.
<b>2nd Moment</b>		Tell children that kneeling is a posture of adoration. Kneeling is also a posture of humility. Demonstrate the posture.	Kneeling shows we recognize God's greatness and our smallness in his presence.
<b>3rd Moment</b>		Tell children standing is a posture of deference. Tell children standing can be a way of honoring God and showing our deep respect for him. Demonstrate the posture.	When we stand for people we consider important, we are showing our respect for them.
<b>4th Moment</b>	Print copies of <i>St. Dominic in Prayer</i> .	Examine <i>St. Dominic in Prayer</i> together. Point out that St. Dominic's posture and demeanor are signs of his reverence and humility.	<i>St. Dominic in Prayer</i> was painted by El Greco between 1586 and 1590. It is held in an unnamed private collection.
<b>5th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Print copies of the copy work template and Psalm 95:6. Have "All Glory, Laud, and Honor" ready to play.	Have children copy and illustrate Psalm 95:6. Play "All Glory, Laud, and Honor."	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

*St. Dominic in Prayer* (c. 1586-1590)

El Greco, Private Collection





UNIT IV | Lesson Ten

WELCOMING CHILDREN TO SACRED SPACE

*More Liturgical Elements of the Mass*





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## LESSON OBJECTIVE

*The purpose of this lesson is to introduce and make accessible additional liturgical elements on or near the altar during the Mass.*

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## SUGGESTED MATERIALS

- Bible
  - “I Received the Living God,” *Prophets of Joy*, by The University of Notre Dame Folk Choir, digital download on iTunes or Amazon Music
  - Phone or other device for playing music
  - 11” x 17” white cardstock
  - Chart depicting and labeling additional liturgical elements of the Mass
  - Drawing activity for additional liturgical elements of the Mass
  - Colored pencils
- 

## VOCABULARY

<b>Ambo</b>	the stand or lectern from which Scripture is read
<b>Book stand</b>	the support that holds the Roman Missal during the Mass
<b>Consecration bells</b>	the four small bells attached to a single handle rung during the elevation of the bread and wine
<b>Cruets</b>	two small glass pitchers for holding water and wine
<b>Lavabo</b>	the priest’s ceremonial washing of the hands during the Mass
<b>Lectionary</b>	the book from which Scripture is read during the Mass
<b>Roman Missal</b>	the large red book from which the priest prays during the Mass

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## GATHERING AND PRAYER

Pray *lectio divina* using Psalm 139:1-2.

## GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the additional liturgical elements of the Mass onto the cardstock.

Remind the children that the altar is the table from which the Mass is celebrated. It is also the table from which we are invited to share a special meal—the bread and wine of the Eucharist. Review the liturgical elements from the previous lesson, namely the:

- Altar cloth
- Altar candles
- Chalice
- Crucifix
- Paten

Note that there are other liturgical elements that are equally important to the celebration of the Mass.

Using the chart, name the bookstand. The bookstand sits on the altar to the left of the priest and holds the Roman Missal. This book holds all the prayers the priest says during the Mass. Next, name the cruets. The cruets are two small pitchers made from clear glass. They are kept on a table near the altar. One holds the water and the other holds the wine that is used for preparing the chalice.

Name the elements for lavabo. (These, too, are kept on a table near the altar.) Lavabo is the priest's ceremonial washing of the hands during the Mass. The elements of lavabo are a small bowl of water and a small linen towel, usually white. Name the consecration bells. These are four small bells attached to a single handle. They are rung three times during the elevation of the bread and the elevation of the wine.

Tell the children that there is another book used during the Mass called the Lectionary. The Lectionary is kept on the ambo, and it tells us which Scriptures are to be read on which day. Explain that the Scriptures are carefully chosen so that together they become the story of God's plan for us.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, have the children color in the coloring sheet for the additional liturgical elements of the Mass, while listening to "I Received the Living God."

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## REFLECTION QUESTIONS

- > *Why do the Scriptures tell the story of God's plan for us?*
- > *Is the story of God's plan for us important for us to know?*
- > *Why does the priest wash his hands during the Mass? Are they dirty?*



## ACTIVITY

*Have the children use the activity sheet to draw the additional liturgical elements of the Mass, while listening to **I Received the Living God**.*

- Hand out the activity sheet.
- Review the additional liturgical elements of the Mass with the children.
- Have the children draw the additional liturgical elements of the Mass on the activity sheet.

<i>Ambo</i>	<i>Book stand</i>
<i>Consecration bells</i>	<i>Cruets</i>
<i>Lectionary</i>	<i>Roman Missal</i>
<i>Lavabo</i>	

## SUMMARY LESSON PLAN

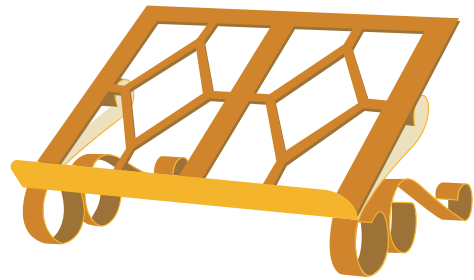
### Lesson Ten: Welcoming Children to Sacred Space (*More Liturgical Elements of the Mass*)

**MATERIALS:** Bible, “I Received the Living God,” phone or other device for playing video, 11”x17” white card stock, chart depicting and labeling the additional liturgical elements of the Mass, activity sheet for additional liturgical elements of the Mass, colored pencils.

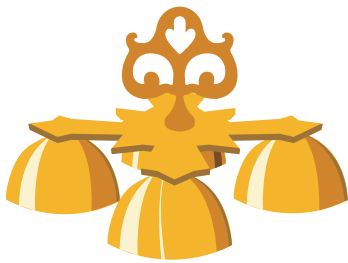
MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Psalm 139:1-2 in your Bible.	Pray <i>lectio divina</i> : Psalm 139:1-2.	
<b>1st Moment</b>		Remind children that the altar is the table from which the Mass is celebrated. It is also the table from which we are invited to share a special meal—the bread and wine of the Eucharist.  Review the elements from the previous lesson.	
<b>2nd Moment</b>	Print the chart depicting the additional liturgical elements of the Mass onto the cardstock.	Point to the chart. Tell children the bookstand holds the Roman Missal.  The cruets are two small pitchers that are kept on a table near the altar.  The elements used for lavabo are kept on a table near the altar.  The consecration bells are four small bells attached to a single handle.  The Lectionary is a book which is kept on the ambo.	The Roman Missal holds all the prayers the priest says during the Mass.  Both cruets are made from clear glass. One holds water and the other holds wine for the preparation of the chalice.  Lavabo is when the priest washes his hands during the Mass. A small bowl of water and a small linen towel are used.  The consecration bells are rung three times during the elevation of the bread and the elevation of the wine.  The Lectionary tells which Scriptures are to be read on which day. The Scriptures are carefully chosen so that together they tell us the story of God’s plan for us.
<b>3rd Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Print copies of the activity sheet.  Have “I Received the Living God” ready to play.	Have children draw the additional liturgical elements of the Mass on the activity sheet.  Play “I Received the Living God.”	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	



*Ambo*



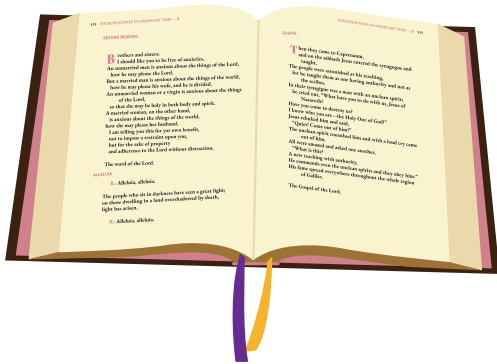
*Book stand*



*Consecration bells*



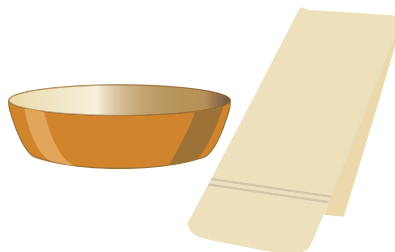
*Cruets*



*Lectionary*



*Roman Missal*



*Lavabo*



UNIT IV | Lesson Eleven

WELCOMING CHILDREN TO SACRED SPACE

*Linens*





## LESSON OBJECTIVE

*The purpose of this lesson is to introduce the linens of the Mass and their use.*

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## SUGGESTED MATERIALS

- Bible
  - Clear glass pitcher
  - Clear glass bowl
  - White linen cloth
  - Water
  - 11"x17" white cardstock
  - Chart depicting and labeling the basic linens used during the Mass
- 

## VOCABULARY

<b>Corporal</b>	a white linen cloth on which the chalice and paten are placed during the Mass
<b>Finger towel</b>	a white linen cloth used by the priest to dry his hands after lavabo
<b>Pall</b>	a stiff square of linen placed on top of the chalice to prevent dust or insects from falling in
<b>Purificator</b>	a white linen cloth used by the priest to wipe the chalice and paten after Communion

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## GATHERING AND PRAYER

Pray *lectio divina* using Isaiah 1:18.

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## GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the additional liturgical elements of the Mass onto the cardstock.

Remind the children that the altar is the table from which the Mass is celebrated. It is also the table from which we are invited to share a special meal—the bread and wine of the Eucharist. Review the altar cloth and the alb from earlier lessons. Both are made from white linen. Explain that there are other linens that are equally important to the celebration of the Mass.

Using the chart, name the corporal. The corporal is a white linen cloth that is laid on the altar beneath the chalice and paten. Its purpose is to catch any crumbs from the Eucharist. Even the crumbs of the Eucharist are sacred and must be consumed by the priest. Next name the pall. The pall is a stiff square of linen placed on top of the chalice as needed. Its purpose is to prevent dust or insects from falling in.

Next name the finger towel. The finger towel is a white linen cloth used by the priest during lavabo, the priest's ceremonial washing of the hands during the Mass.

Name the purificator. The purificator is a white linen cloth used to purify the paten and chalice after Communion. The priest collects any crumbs from the Eucharist and places them in the chalice. He adds water to the chalice and drinks it. Then he uses the purificator to wipe the paten and dry the chalice. (This way, there are no crumbs or drops of wine left over.)

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, demonstrate lavabo, allowing each of the children to take a turn.

---

## REFLECTION QUESTIONS

- > *Why does the priest collect the crumbs from the Eucharist?*
- > *Why does the priest wash his hands before the offering? Are they really dirty?*
- > *Why does the priest put the crumbs of the Eucharist and water in the chalice?*
- > *Why does he drink it?*



## ACTIVITY

### *Demonstrate lavabo.*

- Introduce the pitcher, the bowl, and the finger towel. The pitcher should be partially filled with water.
- Place the finger towel over your left arm. Take the bowl in your left hand and the pitcher in your right hand. Ask one of the children to hold his or her hands over the bowl.
- Pour water over the child's hands. With older children, recite the priest's prayer: *“Wash me, O Lord, from my iniquity and cleanse me from my sin.”*
- Ask the child to take the finger towel from your arm and dry his or her hands. then replace the finger towel on your arm.



## SUMMARY LESSON PLAN

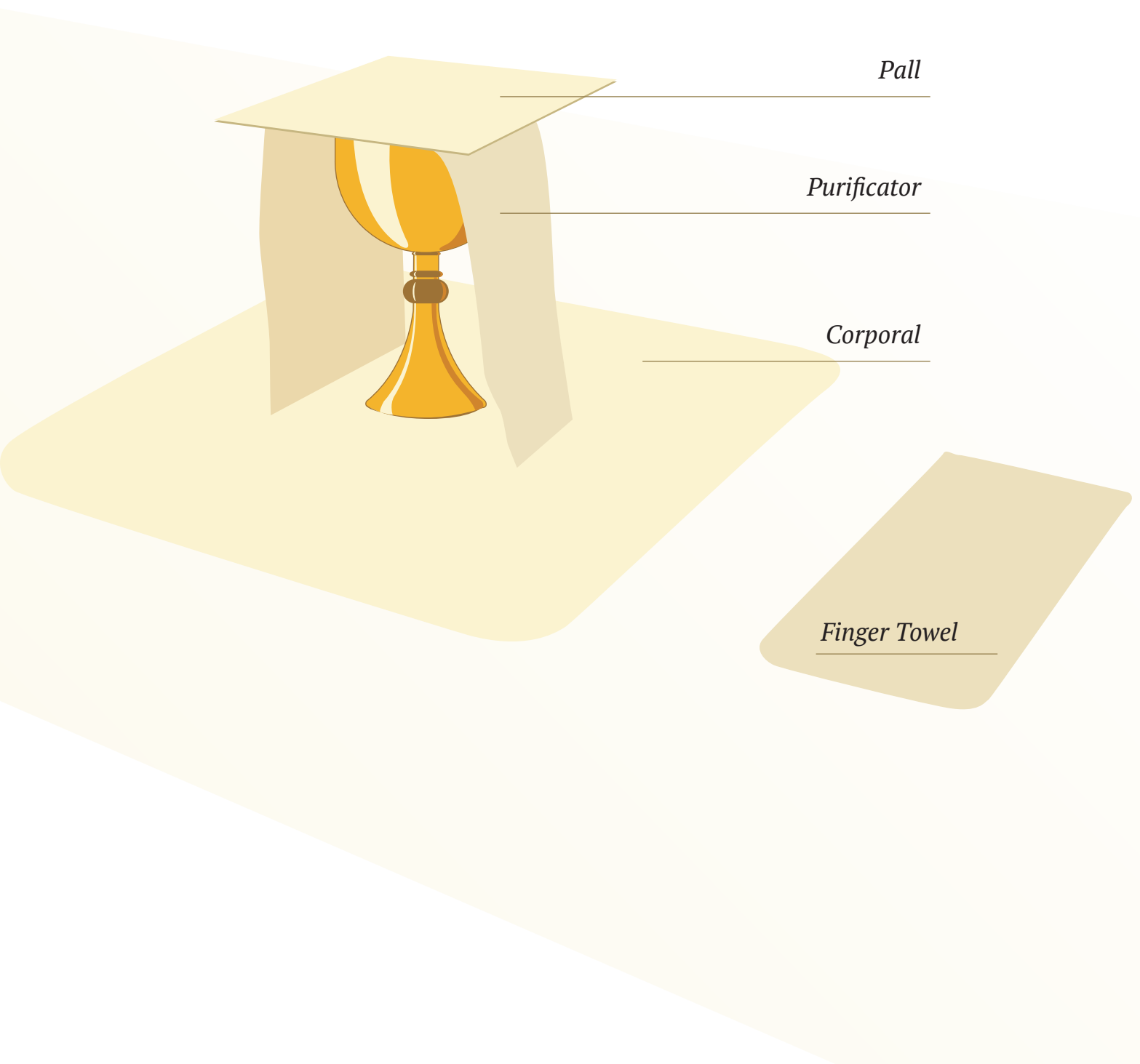
### Lesson Eleven: Welcoming Children to Sacred Space (*Linens*)

**MATERIALS:** Bible, clear glass pitcher, clear glass bowl, white linen cloth, water, 11”x17” white cardstock, chart depicting the basic linens used during the Mass

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Isaiah 1:18 in your Bible.	Pray <i>lectio divina</i> : Isaiah 1:18.	
<b>1st Moment</b>		Remind the children that the altar is the table from which the Mass is celebrated. It is also the table from which we are invited to share a special meal—the bread and wine of the Eucharist.  Review the linens from the earlier lesson.	
<b>2nd Moment</b>		Point to the chart. Tell children the corporal is a white linen cloth that is laid on the altar beneath the chalice and paten. Its purpose is to catch any crumbs from the Eucharist.  The pall is a stiff square of linen placed on top of the chalice. Its purpose is to prevent dust or insects from falling in.  The finger towel is a white linen cloth used by the priest during lavabo.  The purificator is a white linen cloth used to purify the paten after Communion.	Even the crumbs of the Eucharist are sacred and will later be consumed by the priest.  The pall is placed on the chalice as needed.  Lavabo is the priest’s ceremonial washing of the hands during the Mass.  The priest collects any crumbs from the Eucharist and places them in the chalice. He adds water to the chalice and drinks it. Then he uses the purificator to dry the chalice and wipe the paten.
<b>3rd Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>		Demonstrate lavabo with each of the children.	With older children, recite the priest’s prayer: “ <i>Wash me, O Lord, from my iniquity and cleanse me from my sin.</i> ”
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

# CHART

## *Linens*





UNIT IV | Lesson Twelve

WELCOMING CHILDREN TO SACRED SPACE

*Work of Human Hands*





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## LESSON OBJECTIVE

*The purpose of this lesson is to point out the integral relationship between the created world and the celebration of the Mass.*

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## SUGGESTED MATERIALS

- Bible
  - Image of Juan de Juanes' *Last Supper*
  - "For the Beauty of the Earth," *Together in Vilnius 2.0*, by Bel Canto Choir Vilnius, digital download on iTunes or Amazon Music
  - Phone or other device for playing video
  - Copywork template
  - Pens or pencils
  - Colored pencils
- 

## VOCABULARY

**Preparation of the Gifts** when the altar is prepared for the Liturgy of the Eucharist (The phrase "work of human hands" is found in the priest's accompanying prayer.)

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## GATHERING AND PRAYER

Pray *lectio divina* using Proverbs 6:20-22.

## GUIDING CHILDREN'S EXPERIENCE

Invite the children to reflect on the fundamental relationship between the created world and the celebration of the Mass. This relationship is mediated by “the work of human hands.”<sup>1</sup>

Remind the children that God created everything and everyone and that the gifts of the earth were created for our use. Ask the children how these gifts might be used in the celebration of the Mass.

Stone is a mineral that comes from the earth. The altar is made from stone. Gold and silver are precious metals. We find them in the chalice and ciborium. Linen is a natural fabric made from the fibers of the flax plant. The altar cloth, corporal, and purificator are made from linen.

Grain is milled into flour, which is mixed with water to make the bread of the Eucharist. After being mixed, the flour and water are kneaded into dough, then baked and cut into circles. Grapes are crushed and fermented into wine. The wine is aged and poured into bottles.

Bees produce the wax for the altar candles. Beeswax is known for its sweetness and purity, which reminds us of the purity of Christ. All of these things are made by people and have been used for centuries in the celebration of the Mass. They are “the work of human hands.”

Ask the children if they would like to see a picture with some of these elements in it. Show them the *Last Supper* painted by Juan de Juanes. Direct their attention to the stone floor, linen tablecloth, metal chalice, bread, and wine. Note also the view of the natural world, which is seen behind Christ through the window.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, have the children copy and illustrate Psalm 90:17, while listening to “For the Beauty of the Earth.”

### Notes

1. This phrase appears twice in the Liturgy of the Eucharist during the Presentation of the Gifts and Preparation of the Altar, both when the priest refers to the bread as the “fruit of the earth and work of human hands” and later when he refers to the wine as the “fruit of the vine and work of human hands.”

## REFLECTION QUESTIONS


- > *What is meant by “the work of human hands?”*
- > *How does the work of human hands bring together the gifts of the earth and the celebration of the Mass?*
- > *Where do minerals, precious metals, plants, insects, and human beings come from?*



## ACTIVITY

Using the template provided, have the children copy and illustrate Psalm 90:17, while listening to *For the Beauty of the Earth*:

*Let the favor of the Lord our God be upon us,  
and prosper for us the work of our hands—  
O prosper the work of our hands!*



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## SUMMARY LESSON PLAN

### Lesson Twelve: Welcoming Children to Sacred Space (*Work of Human Hands*)

MATERIALS: Bible, image of Juan de Juanes' *Last Supper*, "For the Beauty of the Earth," phone or other device for playing music, copywork template, pens or pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Proverbs 6:20-22 in your Bible.	Pray <i>lectio divina</i> : Proverbs 6:20-22.	
<b>1st Moment</b>		Tell children God created everyone and everything. Point out that the gifts of the earth were created for our use. Ask children how these gifts might be used in the celebration of the Mass.	
<b>2nd Moment</b>		Tell children that stone is a mineral that comes from the earth. Gold and silver are precious metals. Linen is made from the fibers of the flax plant. Bread is made from grain. Wine is made from grapes. Beeswax is made by bees. All of these things are made by people. They are the "work of human hands."	The altar is made from stone. The chalice and ciborium are made from gold or silver. The altar cloth, corporal, and purificator are made from linen. The bread of the Eucharist is made from grain. The wine of the Eucharist is made from grapes. The altar candles are made from beeswax.
<b>3rd Moment</b>	Print copies of the <i>Last Supper</i> .	Ask children if they would like to see a picture with some of these elements in it. Point out the stone floor, linen, tablecloth, metal chalice, bread, wine, and view of the natural world, which is seen through the window.	The <i>Last Supper</i> was painted by Juan de Juanes between 1555 and 1562. It hangs in the Prado Museum in Madrid, Spain.
<b>4th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Print copies of the copy work template and Psalm 90:17. Have "For the Beauty of the Earth" ready to play.	Have children copy and illustrate Psalm 90:17. Play "For the Beauty of the Earth."	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

*Last Supper*, Juan de Juanes, Wikimedia Commons, Public Domain

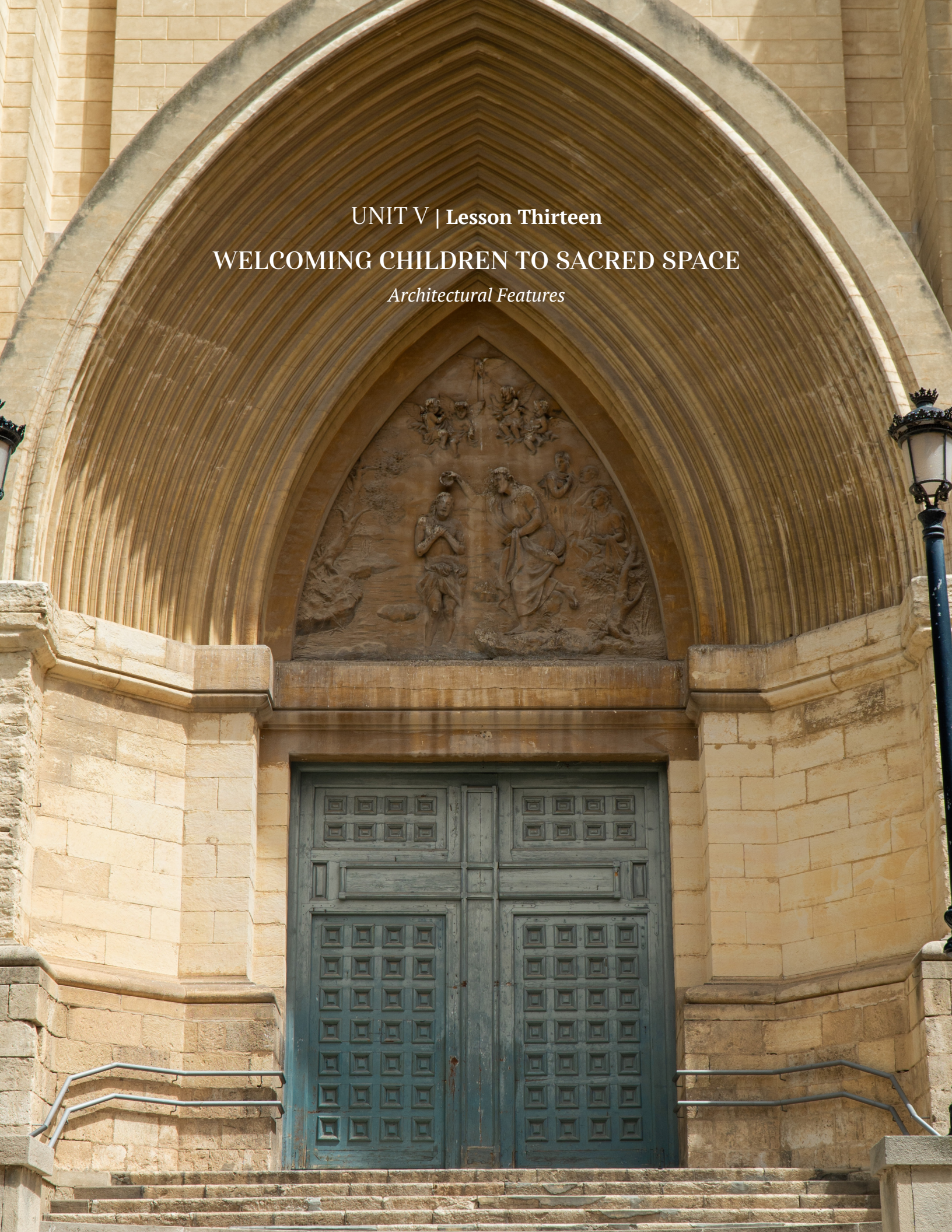




UNIT V | Lesson Thirteen

WELCOMING CHILDREN TO SACRED SPACE

*Architectural Features*





## LESSON OBJECTIVE

*The purpose of this lesson is to increase children’s understanding of sacred space by identifying the symbolic meaning of architectural features such as steps and doors.*

*(The architectural features of steps and doors may be introduced together or offered as two separate lessons.)*

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## SUGGESTED MATERIALS

- Bible
  - Image of the steps leading to the Temple and Former Convent of Santo Domingo
  - Image of the doors of the Basilica of Sainte-Anne-de-Beaupré
  - “O Dieu de Clemence,” *Light in Our Darkness: Music for Advent and Christmas*, by Kathleen Lundquist, digital download on iTunes or Amazon Music
  - Phone or other device for playing music
  - Banner template
  - 11” x 17” white cardstock
  - Scissors
  - Hole punch
  - String
  - Colored pencils
- 

## GATHERING AND PRAYER

Pray *lectio divina* using Isaiah 9:2.

## GUIDING CHILDREN'S EXPERIENCE

Explain to the children that architectural features—such as steps and doors—are part of a building's design, and that while they may be ornamental, their purpose is practical.

Point out that architectural features are something we see all the time, but they take on a special meaning when they are part of a church. Note that like gestures and postures, architectural features can be a way of saying something without using words.

Ask the children if they would like to see a picture of a church with many steps. Show them a photograph of the Temple and Former Convent of Santo Domingo, which was built in Yanhuitlán, Mexico in the mid-sixteenth century.

Note the number, height, and direction of the steps. Ask the children to think about what is happening when we are climbing up the steps of a church. Say that with our upward motion, we are reminding ourselves that God is greater than we are and that we want to be closer to him.<sup>1</sup>

Now ask the children if they would like to see a picture of some special church doors. Show them a photograph of the doors of the Basilica of Sainte-Anne-de-Beaupré, which was built outside Quebec, Canada in the mid-twentieth century.

Tell the children that the doors are handmade from copper and show scenes from the life of Jesus. Ask them to think about what is happening when we are entering a church. Explain that when we walk through the doors of a church, we are leaving an outer world and entering an inner world, one that has been consecrated to God.<sup>2</sup>

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, have the children make a banner with drawings of church doors, while also listening to “O Dieu de Clemence.” (Encourage them to decorate their doors with Christian symbols or scenes from the Old or New Testaments.)

### Notes

1. Romano Guardini, *Sacred Signs*. trans. Grace Branham (St. Louis: Pio Decimo Press, 1956)

<https://www.ewtn.com/catholicism/library/sacred-signs-11190>

2. Guardini.

## REFLECTION QUESTIONS

> *How do church steps remind us that God is greater than we are?*

> *How do church steps bring us closer to God?*

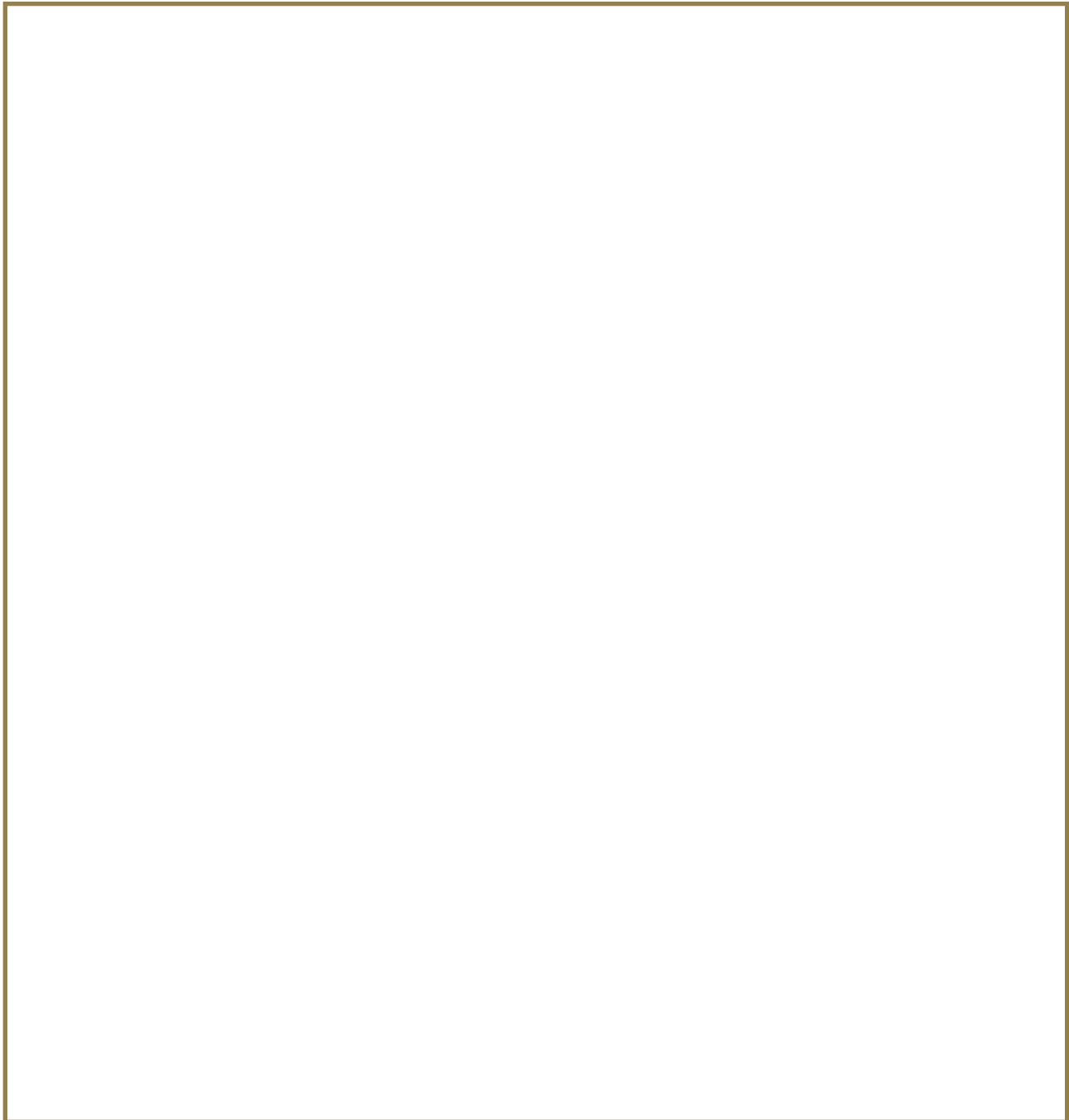
> *Do the inside and the outside of a church feel different?*



## ACTIVITY

*Have the children make a banner from the children's drawings of church doors, while listening to **O Dieu de Clemence**. (Encourage them to decorate their doors with Christian symbols or scenes from the Old or New Testaments.)*

- Print and cut the flags for the banner from white card stock.
- Punch holes in the flags, where indicated.
- Ask the children to design and draw a set of church doors on the flags.
- Thread the string through the flags.
- Hang the banner at home, in the classroom, or in the vestibule of the church.



## SUMMARY LESSON PLAN

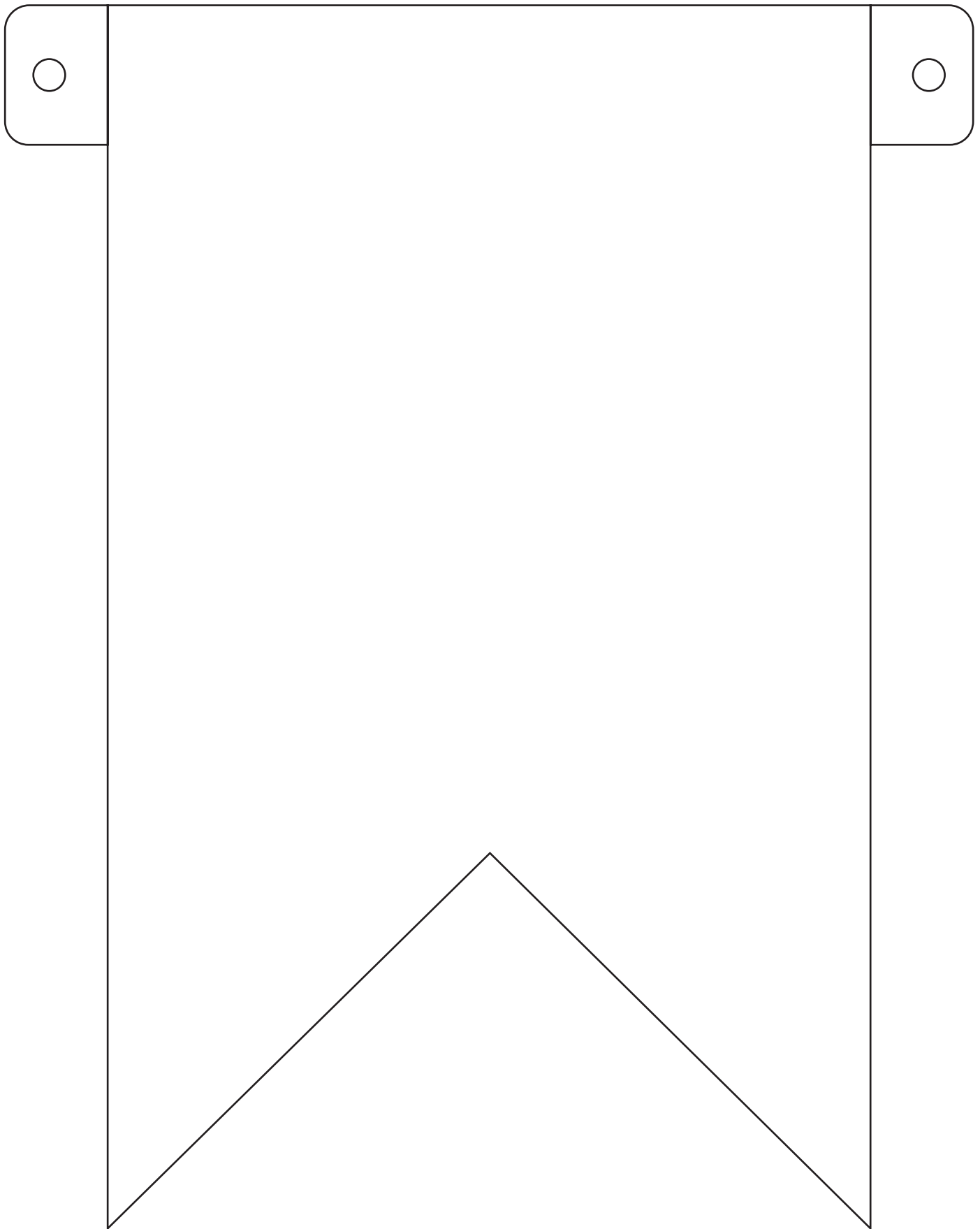
### Lesson Thirteen: Welcoming Children to Sacred Space (*Architectural Features*)

**MATERIALS:** Bible, image of the steps leading to the Temple and Former Convent of Santo Domingo, image of the doors of the Basilica of Sainte-Anne-de-Beaupré, “O Dieu de Clemence,” phone or other device for playing music, banner template, 11’ x 17” white cardstock, scissors, hole punch, string, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Isaiah 9:2 in your Bible.	Pray <i>lectio divina</i> : Isaiah 9:2.	
<b>1st Moment</b>		Tell children that architectural features—such as windows and doors—are part of a building’s design.  Say that architectural features are something we see all the time, but they take on a special meaning when they are part of a church.	
<b>2nd Moment</b>	Print photograph of the Temple and Former Convent of Santo Domingo.	Ask children if they would like to see a picture of a church with many steps.  Examine the photograph of the steps together. Point out the number, height, and direction of the steps.  Tell children that with our upward motion we are reminding ourselves that God is greater than we are and that we want to be closer to him.	The Temple and Former Convent of Santo Domingo was built in the mid-sixteenth century.  Its architectural style is primarily Gothic.
<b>3rd Moment</b>	Print photographs of the Basilica of Sainte-Anne-de-Beaupré.	Ask children if they would like to see a picture of some church doors.  Examine the photograph of the Basilica of Sainte-Anne-de-Beaupré together.  Point out that the doors are handmade from copper and show scenes from the life of Jesus.  Tell children that when we walk through the doors of a church, it is a sign that we are leaving an outer world and entering an inner world, one that has been consecrated to God.	The Basilica of Sainte-Anne-de-Beaupré which was built outside Quebec, Canada in the mid-twentieth century.  It’s architectural style is Norman-Gothic and Romanesque Revival.
<b>4th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Have “O Dieu de Clemence” ready to play.	Have children make a banner with drawings of the church doors.  Play “O Dieu de Clemence.”	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

# TEMPLATE

## *Church Door Banner*





*Temple and Former Convent of Santo Domingo Yanhuitlán*, Mexico, Wikimedia Commons, Public Domain



[https://commons.wikimedia.org/wiki/File:Yanhuitlan-oax\\_\(1\).JPG](https://commons.wikimedia.org/wiki/File:Yanhuitlan-oax_(1).JPG)



*Basilica of Sainte-Anne-de-Beaupré, Canada*







UNIT V | Lesson Fourteen  
WELCOMING CHILDREN TO SACRED SPACE  
*More Architectural Features*



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## LESSON OBJECTIVE

*The purpose of this lesson is to further increase children’s understanding of sacred space by identifying the symbolic meaning of architectural features such as steeples and bells. (The architectural features of steeples and bells may be introduced together or offered as two separate lessons.)*

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## SUGGESTED MATERIALS

- Bible
  - Image of the Templo Expiatorio del Santísimo Sacramento
  - Image of traditional Mexican belltower
  - “El cantico del alba,” *Mass of the Americas*, by Frank La Rocca, digital download on iTunes or Amazon Music
  - Phone or other device for playing music
  - Copy work template
  - Colored pencils
- 

## VOCABULARY

<b>Belfry</b>	the part of a steeple in which bells are hung
<b>Church bells</b>	the bells in the belfry of a steeple
<b>Spire</b>	the slender tapering part of a steeple
<b>Steeple</b>	a tower rising from the roof of a church

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## GATHERING AND PRAYER

Pray *lectio divina* using Luke 2:8-12.

## GUIDING CHILDREN'S EXPERIENCE

Remind the children that architectural features are part of a building's design, and that while they may be ornamental, their purpose is practical. Recall that architectural features, like gestures and postures, can be a way of saying something without using words.

Review the elements from the earlier lesson, namely steps and doors. Note that there are other architectural features that are just as important, especially when they are part of a church, and that two of these features are steeples and bells.

Ask the children if they would like to see a picture of some steeples. Show them a photograph of the Templo Expiatorio del Santísimo Sacramento, which was built between 1897 and 1972 in Guadalajara, Mexico. Point out the height of the steeples and their upward direction. Also point out the arrow-like shape of their spires.

Reiterate that there is a distinction between the inner world of sacred space and the outer world we live in, but that because God is everywhere, they are connected. Say that a steeple, which is part of both worlds, is a sign of that connection.<sup>1</sup>

Tell the children that a steeple with bells is called a belltower. Ask them if they would like to see a picture of a belltower. Show them a photograph of the traditional Mexican belltower near Playa del Carmen in Mexico. Point out the height of the steeple and the number of bells. Add that church bells, like steeples, connect the inner world of sacred space to the outer world we live in, where they remind us that God is infinite and everywhere when we hear their call to worship.<sup>2</sup>

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, have the children copy and illustrate Proverbs 18:10, while listening to “El cantico del alba.”

### Notes

1. Romano Guardini, *Sacred Signs*, trans. Grace Branham (St. Louis: Pio Decimo Press, 1956), <https://www.ewtn.com/catholicism/library/sacred-signs-11190>.
2. Guardini.

## REFLECTION QUESTIONS

- > *How does a steeple connect the inner world of sacred space to the outer world?*
- > *How do church bells call us to worship and remind us that God is infinite and everywhere?*
- > *Should all steeples have church bells?*

## ACTIVITY

Using the template provided, have the children copy and illustrate Proverbs 18:10, while listening to *El cantico del alba*.

*The name of the Lord is a strong tower;  
the righteous run into it and are safe.*



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## SUMMARY LESSON PLAN

### Lesson Fourteen: Welcoming Children to Sacred Space *(More Architectural Features)*

**MATERIALS:** Bible, image of the steeples of the Templo Expiatorio del Santísimo Sacramento, image of a traditional Mexican belltower, “El cantico del alba,” phone or other device for playing music, copywork template, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Luke 2:8-12 in your Bible.	Pray <i>lectio divina</i> : Luke 2:8-12.	
<b>1st Moment</b>		Remind children that architectural features take on special meaning when they are part of a church.  Review the elements from the earlier lesson.	
<b>2nd Moment</b>	Print photograph of the Templo Expiatorio del Santísimo Sacramento.	Ask children if they would like to see a picture of some steeples.  Examine the photograph of the Templo Expiatorio del Santísimo Sacramento together.  Point out the height of the steeples, their upward direction, and the arrow-like shape of their spires.  Tell children that sacred space and the world we live in are connected and that a steeple is a sign of that connection.	The Templo Expiatorio del Santísimo Sacramento was built between 1897 and 1972 in Guadalajara, Mexico.  The architectural style of the Templo Expiatorio del Santísimo Sacramento is Gothic Revival.
<b>3rd Moment</b>	Print photograph of a traditional Mexican belltower.	Ask children if they would like to see a picture of a belltower.  Examine the photograph of the traditional Mexican belltower together.  Note the height of the steeple and the number of bells.  Recall that sacred space and the world we live in are connected and that the bells that call us to worship are a sign of that connection.	The photograph shows the belltower of a church near Playa del Carmen in Mexico.
<b>4th Moment</b>		Ask children to share their experience, using the questions provided as a guide.	
<b>Activity</b>	Print copywork template and Proverbs 18:10  Have “El cantico del alba” ready to play.	Have children copy and illustrate Proverbs 18:10.  Play “El cantico del alba.”	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	



*Templo Expiatorio del Santísimo Sacramento*, Guadalajara, Mexico, Wikimedia Commons, Public Domain





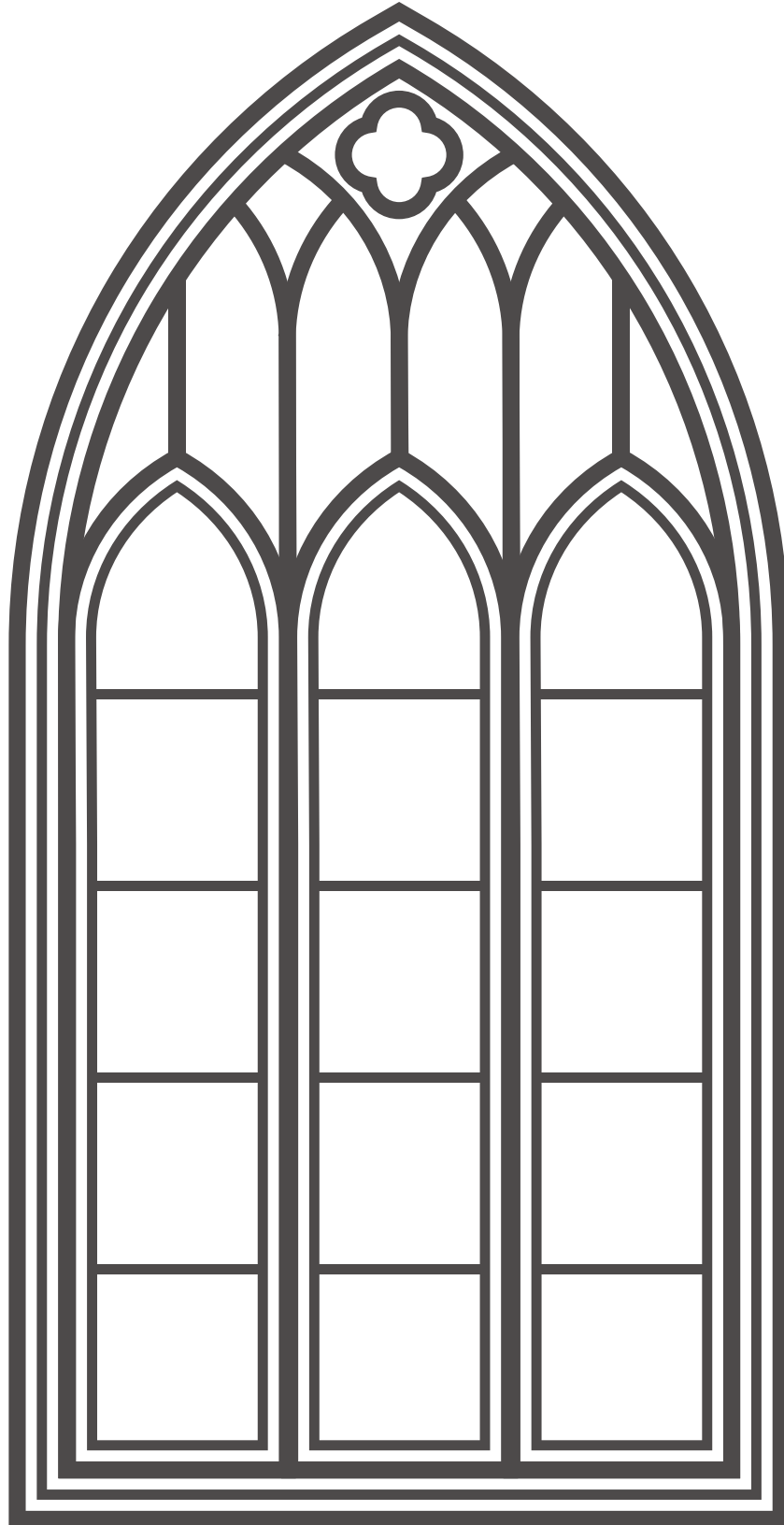
Traditional Colonial-Style Belltower, Playa del Carmen, Mexico





## BONUS ACTIVITY

*Inspired by the stained glass windows you see at your local Church, color this window with colored pencils.*

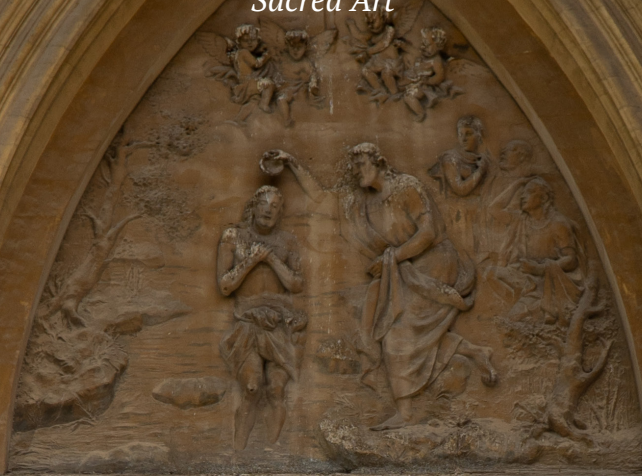




UNIT V | Lesson Fifteen

WELCOMING CHILDREN TO SACRED SPACE

*Sacred Art*





## LESSON OBJECTIVE

*The purpose of this lesson is to introduce children to the use of sacred art as a visual bridge to the divine. It may also be presented as a type of sacred history.*

## SUGGESTED MATERIALS

- Bible
- Image of Our Lady of Guadalupe
- “Ave Maris Stella”, *Equinox*, by VOCES8, digital download on iTunes or Amazon Music
- Phone or other device for playing video
- Paper
- Colored pencils

## VOCABULARY

**Beauty** the visible form of truth and goodness<sup>1</sup>

**Sacred Art** a form of Christian art created for the Eucharist that inspires a sense of wonder at the supernatural mysteries of the Christian faith

**Way of beauty** Beauty as a pathway to a spiritual awakening leading to an encounter with Christ<sup>2</sup>  
(*via pulchritudinis*)

### Notes

1. Catechism of the Catholic Church, nos. 2500-2502.

2. Francis, *Evangelii gaudium*, apostolic exhortation, Vatican website, November 24, 2013

[https://www.vatican.va/content/francesco/en/apost\\_exhortations/documents/papa-francesco\\_esortazione-ap\\_20131124\\_evangelii-gaudium.html](https://www.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium.html)

## GATHERING AND PRAYER

Pray *lectio divina* using Ephesians 2:10.



## GUIDING CHILDREN'S EXPERIENCE

Tell the children that sacred art is a form of Christian art created to glorify God, inspire devotion, and elevate the soul. Some sacred art is specifically made for the Mass and the liturgy, while other forms are designed to foster faith and wonder in other settings, such as homes, shrines, or schools. Note that there are many types of sacred art, such as architecture, icons, paintings, and music.

Point out that sacred art also can be a way of telling the story of salvation history. Representations of the Fall, the Flood, the Passover, the Annunciation, the Nativity, the Crucifixion, and the Resurrection are examples.

Ask the children if they would like to see a picture of the Blessed Mother. Show them a copy of the original image of Our Lady of Guadalupe. Tell the children that this image of the Blessed Mother miraculously appeared on the cloak of St. Juan Diego in 1531. Add that the Catholic Church considers it to be an image of supernatural origin.

Explain to the children that this image of Our Lady is thought to be so beautiful that it makes us want to learn more about her. It also inspires in us a sense of wonder at her role as the mother of Jesus through the Mystery of the Incarnation. (Recall with the children the story of the Annunciation.)

Tell the children that we can learn more about Our Lady from the image itself. She is standing on the moon and in front of the sun; there are stars on her cloak, and she is surrounded by clouds. This tells us that she is the Queen of Heaven. Note that her hands are folded in prayer and her head is bowed in worship, which tells us there is someone even greater than she is, which we know to be God and her son Jesus Christ.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, have the children create their own image of the Blessed Mother, while listening to “Ave Maris Stella.”

## REFLECTION QUESTIONS

> *How is the picture of Our Lady of Guadalupe different from other pictures of the Blessed Mother you have seen?*

> *How is the picture of Our Lady of Guadalupe similar to other pictures of the Blessed Mother you have seen?*

> *What do you feel when you look at this picture?*

## ACTIVITY

*Have the children create their own image of the Blessed Mother, while listening to **Ave Maris Stella**.*



## SUMMARY LESSON PLAN

**Lesson Fifteen: Welcoming Children to Sacred Space** (*Sacred Art*)

MATERIALS: Bible, image of Our Lady of Guadalupe, “Ave Maris Stella,” phone or other device for playing music, paper, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Ephesians 2:10 in your Bible.	Pray <i>lectio divina</i> : Ephesians 2:10.	
<b>1st Moment</b>		Tell children that sacred art is a form of Christian art that inspires a sense of wonder at the mysteries of our faith.  Point out that sacred art also can be a way of telling the story of sacred history.	There are many types of sacred art, such as architecture, icons, paintings, and music.  Representations of the Fall, the Flood, the Passover, the Annunciation, the Nativity, the Crucifixion, and the Resurrection are examples.
<b>2nd Moment</b>	Print copies of <i>Our Lady of Guadalupe</i> .	Ask children if they would like to see a picture of the Blessed Mother.  Examine <i>Our Lady of Guadalupe</i> together.  Tell children that this image of Our Lady is thought to be so beautiful that it makes us want to learn more about her and inspires to wonder at her role as the mother of Jesus.	Our Lady of Guadalupe miraculously appeared on the cloak of St. Juan Diego in 1531.  The Catholic Church considers Our Lady of Guadalupe to be an image of supernatural origin.  Recall with the children the story of the Annunciation.
<b>3rd Moment</b>		Tell children that we can learn more about Our Lady from the image itself.	She is standing on the moon and in front of the sun; there are stars on her cloak, and she is surrounded by clouds.  This tells us that Our Lady is the Queen of Heaven.  Note that her hands are folded and her head is bowed, which tells us there is someone even greater than she is, which we know to be God and her son Jesus Christ.
<b>4th Moment</b>		Ask children to share their experience, using the questions provided as a guide.	
<b>Activity</b>	Have “Ave Maris Stella” ready to play.	Have the children create their own image of the Blessed Mother  Play “Ave Maris Stella.”	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	



*Our Lady of Guadalupe*, (1531), Basilica of Our Lady of Guadalupe, Mexico City, Mexico







**UNIT VI | Lesson Sixteen**

**WELCOMING CHILDREN TO SACRED SPACE**

*Even More Elements of the Mass*



## LESSON OBJECTIVE

*The purpose of this lesson is to introduce and make accessible additional items on or near the altar during the Mass.*

## SUGGESTED MATERIALS

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- Bible
  - Image of Limoges tabernacle
  - “The Lord Is My Shepherd,” *A New Heaven*, by The Sixteen and Harry Christophers, digital download on iTunes or Amazon Music
  - Phone or other device for playing music
  - 11” x 17” white cardstock
  - Chart depicting and labeling additional liturgical elements of the Mass
  - Coloring sheet for additional liturgical elements of the Mass
  - Colored pencils
- 

## VOCABULARY

### **Ciborium**

a small, covered cup or bowl made of precious metal; it holds the bread that becomes the Body of Christ

### **Tabernacle**

an ornamental, locked box where the bread that becomes the Body of Christ is kept

### **Sanctuary Lamp**

a red lamp which is lit to signify the presence of Jesus in the tabernacle

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## GATHERING AND PRAYER

Pray *lectio divina* using Ephesians 6:4.



## GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the additional liturgical elements of the Mass onto the cardstock.

First, remind the children that the altar is the table from which the Mass is celebrated. It is also the table from which we are invited to share a special sacred meal—the bread and wine of the Eucharist that become the sacramental presence of the Body and Blood of Jesus for us. Review items from earlier lessons, such as:

- |                  |              |                 |                  |
|------------------|--------------|-----------------|------------------|
| 1. Altar cloth   | 4. Paten     | 7. Roman Missal | 10. Lectionary   |
| 2. Altar candles | 5. Crucifix  | 8. Cruets       | 11. Paten        |
| 3. Chalice       | 6. Bookstand | 9. Lavabo       | 12. Roman Missal |

Note that there are other liturgical elements that are equally important to the celebration of the Mass.

Using the chart, name the ciborium. Tell the children the ciborium is a small, covered cup or bowl. Like the chalice, it is made from a precious metal. The ciborium holds the bread that becomes the Body of Christ. Next, point out the tabernacle. The tabernacle is a box or cabinet made from a precious metal, stone, or wood. It is where the ciborium holding the Body of Christ is kept. This Body of Christ is so special that the tabernacle is always kept locked.

Now, point out the sanctuary lamp. The sanctuary lamp is a red lamp with a candle in it. It is usually placed near the tabernacle. When the lamp is lit, it tells us that the bread that becomes the Body of Christ during Mass is in the tabernacle. Tell the children that the ciborium, tabernacle, and sanctuary lamp are all signs of the respect and reverence that the Body of Christ is due.

Ask the children if they would like to see a picture of the tabernacle. Show them the photograph of the Limoges tabernacle. Tell the children that this tabernacle was fabricated in Limoges, France around the year 1200. Note the strong physical presence in the image of Christ on the exterior.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. The only criteria is that they assist the children in their reflections. For the activity, have the children color in the coloring sheet for the additional liturgical elements of the Mass, while listening to “The Lord Is My Shepherd.”

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## REFLECTION QUESTIONS

- > *Why do we keep the bread that becomes the Body of Christ in the tabernacle?*
- > *How do we know the bread that is the Body of Christ is in the tabernacle?*
- > *What would it mean if the sanctuary lamp were not lit?*

## ACTIVITY

*Have the children use the activity sheet to draw the additional liturgical elements of the Mass, while listening to **The Lord Is My Shepherd**.*

- Hand out the activity sheet.
- Review the additional liturgical elements of the Mass with the children.
- Have the children draw the additional liturgical elements of the Mass.

*Ciborium*

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*Sanctuary Lamp*

*Tabernacle*

## SUMMARY LESSON PLAN

**Lesson Sixteen: Welcoming Children to Sacred Space** (*Even More Liturgical Elements of the Mass*)

**MATERIALS:** Bible, image of Limoges tabernacle, “The Lord Is My Shepherd,” phone or other device for playing music, 11” x 17” white cardstock, chart depicting and labeling the additional liturgical elements of the Mass, activity sheet for additional liturgical elements of the Mass, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark Ephesians 6:4 in your Bible.	Pray <i>lectio divina</i> : Ephesians 6:4.	
<b>1st Moment</b>		Remind children that the altar is the table from which the Mass is celebrated. It is also the table from which we are invited to share a special meal—the bread and wine of the Eucharist that become the Body and Blood of Christ.  Review the items from the earlier lesson.	
<b>2nd Moment</b>	Print the chart depicting the additional liturgical elements of the Mass onto the cardstock.	Point to the chart. Tell children the ciborium is a small, covered cup or bowl. It holds the consecrated bread which is the Body of Christ.  The tabernacle is a box or cabinet where the ciborium holding the Body of Christ is kept. The Body of Christ is so special that the tabernacle is kept locked.  The sanctuary lamp is a red lamp with a candle in it. It is usually placed near the tabernacle.  When the lamp is lit, it tells us that the Body of Christ is in the tabernacle.  Tell children that the ciborium, tabernacle, and sanctuary lamp are all signs of the respect and reverence that the Body of Christ is due.	Like the chalice, the ciborium is made from a precious metal.  The tabernacle can be made from a precious metal, stone, or wood.
<b>3rd Moment</b>	Print photograph of the tabernacle.	Ask children if they would like to see a picture of a tabernacle.  Examine the photograph of a tabernacle together.	The tabernacle was fabricated in Limoges, France c. 1200. The style of the tabernacle is Gothic. It is currently on view in the Louvre Museum in Paris, France.
<b>4th Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>	Print copies of the activity sheet.  Have “The Lord Is My Shepherd” ready to play.	Have children draw the additional liturgical elements for the Mass.  Play “The Lord Is My Shepherd.”	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

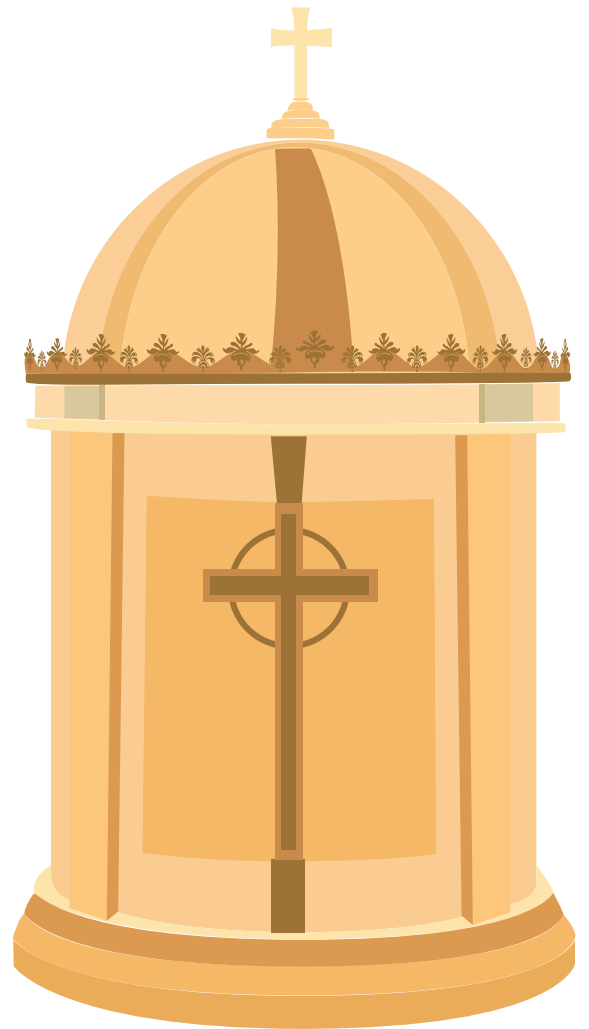


*Tabernacle about the crucifixion of Jesus-Christ* (c. 1200), Limoges, France. Wikimedia Commons, Public Domain

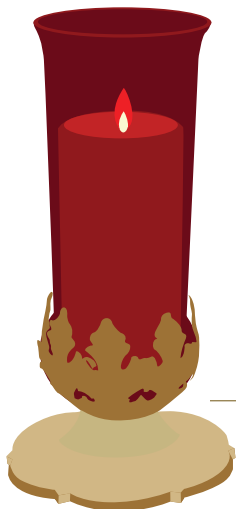




*Ciborium*



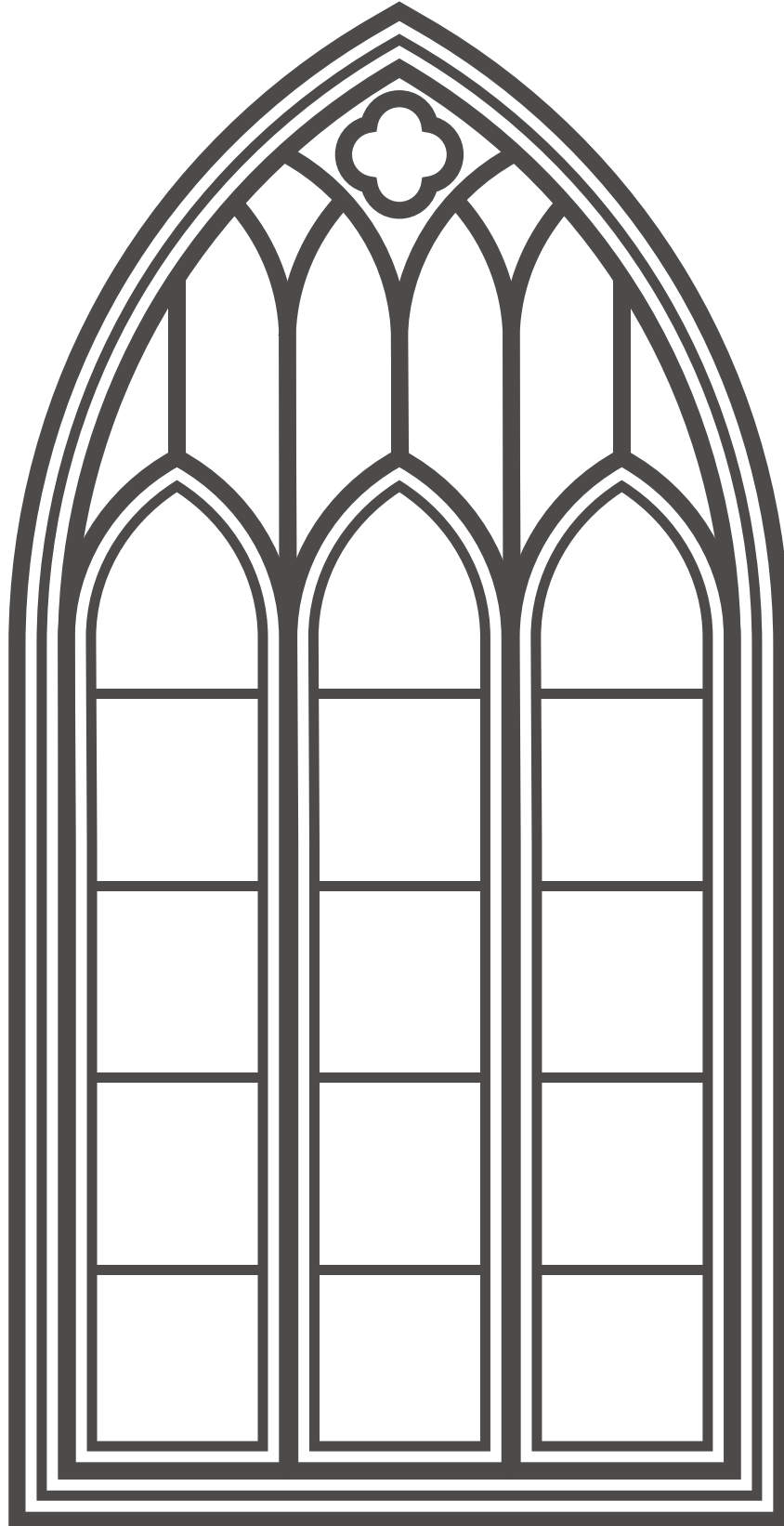
*Tabernacle*



*Sanctuary Lamp*

## BONUS ACTIVITY

*Inspired by the stained glass windows you see at your local Church, color this Window with colored pencils.*







UNIT VI | Lesson Seventeen

**WELCOMING CHILDREN TO SACRED SPACE**

*Vestments of the Priest*



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## LESSON OBJECTIVE

*The purpose of this lesson is to introduce and make accessible the vestments worn by the priest during the Mass.*

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## SUGGESTED MATERIALS

- Bible
  - 11”x 17” white cardboard
  - Chart depicting and labeling the vestments of the priest
- 

## VOCABULARY

<b>Alb</b>	a white robe that reaches to the ankles
<b>Amice</b>	a rectangle of white cloth worn around the neck, crossed over the chest, and tied in back with two cloth ribbons
<b>Cincture</b>	a long cord tied around the waist of the alb
<b>Chasuble</b>	an outer garment worn over the alb and stole; its color varies with respect to the season or feast day
<b>Stole</b>	a long narrow band of cloth worn around the neck and over the front of the alb; its color varies with respect to the season or feast day

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## GATHERING AND PRAYER

Pray *lectio divina* using Mark 12:33.

## GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the vestments worn by the priest during the Mass onto the cardstock.

Remind the children that the priest wears special clothing called vestments during the Mass. Review the vestments from previous lessons, namely the alb and the chasuble.

Using the chart, name the alb. Explain that the alb, which is always white, symbolizes purity. Then name the cincture. The cincture is a long cord that is tied around the waist of the alb. It symbolizes self-discipline and reminds the priest that he should lead a holy life.

Then name the amice. The amice is a rectangle of white cloth worn around the neck, crossed over the chest, and tied in back with two cloth ribbons. Note that the amice is optional. Not every priest wears an amice, but for those who do, it is a symbol of God's protection from the devil.

Point to the stole. Explain that the stole is a long narrow band of fabric that is worn around the neck and over the front of the alb. It symbolizes the authority of the priest and his role as a mediator between God and his people. Its color depends on the season or feast day.

Review the chasuble. The chasuble is the outermost garment and therefore the most visible of the vestments. The chasuble is a symbol of charity and represents the willingness of the priest to take on the "yoke of Christ" and to serve God's people. Like the stole, its color depends on the season or feast day.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, teach the children to sing "Holy, Holy, Holy" as a way to encourage the participation of the children in the Mass.<sup>1</sup>

### Notes

1. "The Meaning Behind the Church's Liturgical Fashion," St Faustina Catholic Church, <https://saintfaustinachurch.org/news/the-meaning-behind-the-churchs-liturgical-fashion>

## REFLECTION QUESTIONS

- > *Why does the priest wear special clothing when he celebrates the Mass?*
- > *What would it be like if the priest wore his regular clothes when he celebrated the Mass?*
- > *Does anyone else wear special clothing during the Mass?*



## ACTIVITY

Teach children to sing **Holy, Holy, Holy** however it is sung in your parish.

You will want to revisit this activity throughout the course of the year.



## ***HOLY, HOLY, HOLY***

Holy, holy, holy!  
 Lord God Almighty  
 Early in the morning  
 Our song shall rise to Thee

Holy, holy, holy!  
 Merciful and mighty  
 God in three persons  
 Blessed Trinity!

Holy, holy, holy!  
 Though the darkness hide Thee  
 Though the eye of sinful man  
 Thy glory may not see  
 Only Thou art holy  
 There is none beside Thee  
 Perfect in power, in love and purity

Holy, holy, holy!  
 Lord God Almighty  
 All Thy works shall praise  
 Thy name  
 In earth and sky and sea

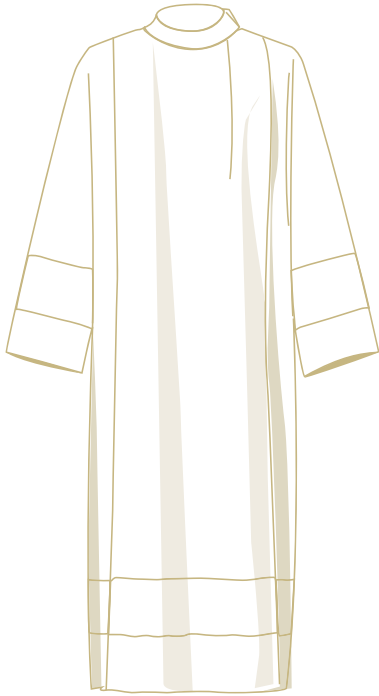
Holy, holy, holy!  
 Merciful and mighty  
 God in three persons  
 Blessed Trinity  
 Oh God in three persons  
 Blessed Trinity!

## SUMMARY LESSON PLAN

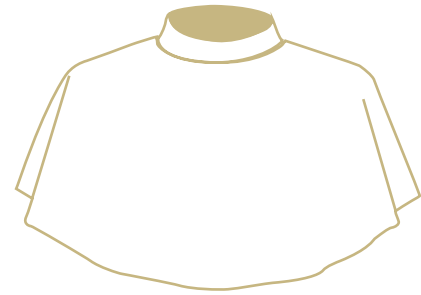
**Lesson Seventeen: Welcoming Children to Sacred Space** (*Vestments of the Priest*)

MATERIALS: Bible, 11"x17" cardstock, chart depicting and labeling the vestments of the priest

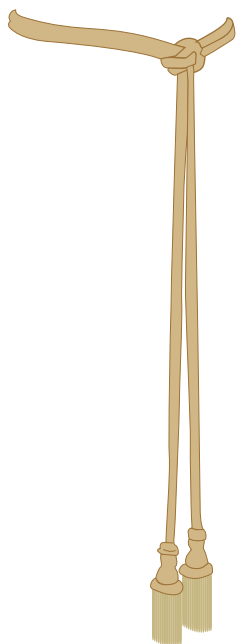
MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark the passage from Mark 12:33 in your Bible.	Pray <i>lectio divina</i> : Mark 12:33.	
<b>1st Moment</b>		Remind children that the priest wears special clothing called vestments during the Mass.  Review the items from the earlier lesson.	
<b>2nd Moment</b>	Print the chart depicting the vestments of the priest onto the cardstock.	Point to the chart. Identify the alb.  The cincture is a long cord that is tied around the waist of the alb.  The amice is a rectangle of white cloth worn around the neck, crossed over the chest, and tied in back with two cloth ribbons. Note that the amice is optional.  The stole is a long narrow band of fabric that is worn around the neck and over the front of the alb.  The chasuble is the outermost garment and most visible of the vestments.	The alb, which is always white, symbolizes purity.  The cincture symbolizes self-discipline and reminds the priest that he should lead a holy life.  The amice symbolizes God's protection from the devil.  The stole symbolizes the authority of the priest and his role as a mediator between God and his people. Its color depends on the season or feast day.  The chasuble symbolizes charity and represents the willingness of the priest to take on the "yoke of Christ" and to serve God's people. Like the stole, its color depends on the season or feast day.
<b>3rd Moment</b>		Ask children to share their reflections, using the questions provided as a guide.	
<b>Activity</b>		Teach children to sing "Holy, Holy, Holy" however it is sung in your parish.	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	



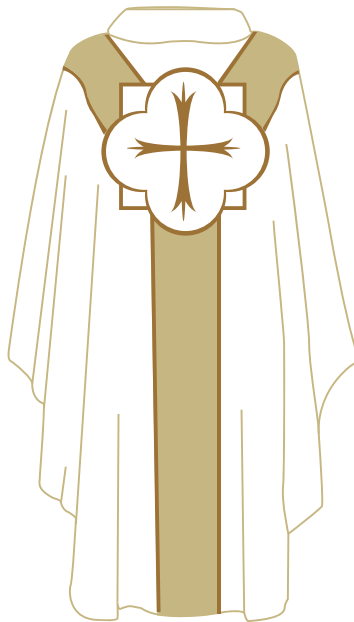
*Alb*



*Amice*



*Cincture*



*Chasuble*



*Stole*





UNIT VI | Lesson Eighteen

WELCOMING CHILDREN TO SACRED SPACE

*Altar Service*



## LESSON OBJECTIVE

*The purpose of this lesson is to introduce children to the role and responsibilities of the altar server.*

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## SUGGESTED MATERIALS

- Bible
- 

## VOCABULARY

**Altar Server** a boy or girl who is trained to assist the priest during the Mass

**Altar Server Vestments** an alb with cincture or cassock with surplice

## GATHERING AND PRAYER

Pray *lectio divina* using James 3:17.

## GUIDING CHILDREN'S EXPERIENCE

Tell the children that an altar server is a boy or girl who is trained to assist the priest during Mass. An altar server must be mature enough to understand his or her duties and to carry them out well. An altar server will have made his or her First Holy Communion.<sup>1</sup> Some altar servers are only seven or eight years old!

Explain to the children that in addition to assisting the priest, the duties of an altar server require him or her to participate in the Mass in a special way. Overall, these duties may include:

- Lighting candles
- Participating in processions (carrying the processional cross, carrying the processional candles)
- Holding the book of the Lectionary that contains readings from the Bible, the Word of God.
- Preparing the altar
- Assisting the priest with the preparation of the gifts
- Ringing the consecration bells
- Responding to prayers and readings
- Singing hymns and other chants
- Responding to additional cues from the priest<sup>2</sup>

Explain that altar servers guide the participation of the assembly at Mass. They show us when to sit, when to kneel, and when to stand. They also show us when to respond to the priest, when to pray in communion with the assembly, and when to sing or chant. Through the performance of their duties, altar servers are integral to the worship-life of the parish.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, we end as we began—in the church. In coordination with your pastor or the person responsible for training altar servers in your parish, arrange for the children to view and participate in (depending upon age) the basic duties of altar servers.

### Notes

1. "Guidelines for Altar Servers," United States Conference of Catholic Bishops  
<https://www.usccb.org/prayer-and-worship/the-mass/frequently-asked-questions/guidelines-for-altar-servers>.
2. "Sacred Roles: Understanding the Duties of Altar Servers," St. Jerome Church, January 15, 2024,  
<https://www.saintjeromechurch.org/religious-education/sacred-roles-understanding-the-duties-of-altar-servers/>

## REFLECTION QUESTIONS

- > *How is the role of the altar server important?*
- > *How should an altar server perform his or her role?*
- > *Do you have to be a grown-up to be an altar server?*



## ACTIVITY

*In coordination with your pastor or the person responsible for training altar servers in your parish, arrange for the children to view and/or participate in the basic duties of altar servers, depending upon their age.*



## SUMMARY LESSON PLAN

**Lesson Eighteen: Welcoming Children to Sacred Space** (*Altar Service*)

MATERIALS: Bible

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
<b>Gathering and Prayer</b>	Mark James 3:17 in your Bible.	Pray <i>lectio divina</i> : James 3:17.	
<b>1st Moment</b>		Tell children that an altar server is a boy or girl who is trained to assist the priest during the Mass.	An altar server must be mature enough to understand his or her duties and to carry them out well.  An altar server will have made his or her First Holy Communion.  Some altar servers are only seven or eight years old!
<b>2nd Moment</b>	Print copies of <i>Our Lady of Guadalupe</i> .	Explain that in addition to assisting the priest, the duties of an altar server require him or her to participate in the Mass in a special way.  Describe the duties of an altar server.	Duties may include: <ul style="list-style-type: none"> <li>• Lighting candles</li> <li>• Carrying processional cross</li> <li>• Carrying processional candles</li> <li>• Holding book</li> <li>• Preparing altar</li> <li>• Assisting with the gifts</li> <li>• Ringing the bells</li> <li>• Responding to prayers and readings</li> <li>• Singing hymns and chants</li> </ul>
<b>3rd Moment</b>		Point out that altar servers guide the participation of the assembly at Mass.  Through the performance of their duties, altar servers are integral to the worship-life of the parish.	Altar servers show us when to sit, when to kneel, and when to stand.  They show us when to respond, when to pray, and when to sing or chant.
<b>4th Moment</b>		Ask children to share their experience, using the questions provided as a guide.	
<b>Activity</b>		In coordination with your pastor or person responsible for training altar servers in your parish, arrange for children to view and participate in (depending upon age) the basic duties of altar servers.	
<b>Closing Prayer</b>	Choose closing prayer.	Pray closing prayer.	

## BONUS ACTIVITY

*Inspired by the stained glass windows you see at your local Church, color this Window with colored pencils.*

