

NATIVE FIRST COMMUNION SERIES

FAMILY & TEACHING GUIDE

WORKBOOK

NATIVE FIRST COMMUNION SERIES

A series of 9 children's workbooks with family letters, including a family and teaching guide:

1. BELONGING
2. CELEBRATING
3. FORGIVING
4. HEARING
5. LOVING
6. OUR CREATOR'S GIVE-AWAY
7. NEW LIFE
8. SHARING
9. SERVING
10. FAMILY & TEACHING GUIDE

- Created in the early 1970s by Fr. Gilbert F. Hemauer, OFM Cap. and Religion Research Center Staff at St. Labre Indian School, Ashland, MT 59003
- Piloted in various native communities until the Summer of 1987
- Revised by the Tekakwitha Conference Staff and Native Catechists in 1987
- Illustrated by Gus Antone



INTRODUCTION

The greatest human resource you have as a parent or catechist is yourself and your own experience. Your understanding and appreciation of the Eucharist and the Good News of Jesus Christ will go a long way in helping the children begin to understand and appreciate, in their own way, what their First Communion will mean to them personally. As adults, we need to remind ourselves that the children are really just beginning. When we reflect on the number of years we have been receiving Communion and growing in awareness and appreciation of this mystery, we can better realize that it will take the children many years to reach an adult understanding. We encourage the children in a good direction and leave it to the Spirit, their families, and others to help the children's growth through this special sharing in God's life.

For each teaching of the children's text, there is a set of notes and suggestions to help you with your children. These are ideas you can develop to bring a fuller understanding through stories, Scripture passages, prayer services or little celebrations, and activities for small groups or at home. Songs,

films, and a variety of audio-visual aids that relate to the theme of the week can be helpful. Whether or not you use these will depend on the amount of time you have to prepare the children for First Communion and the ways you find most helpful in your own area.

Each one of the children's teachings presents more information and activities than you can use at one time. Each teaching centers around a new workbook and develops a fuller understanding of the Eucharist. Children learn better if their learning is enjoyable. Too much activity might distract them from really learning the truths of their faith. Your part in the process makes the difference, and you are encouraged to use, adapt, and develop your own approaches and ideas as you learn from your experiences with the children.

Each workbook includes a page of introduction for the parents or other family members preparing the children for First Communion. These teachings can be supported and reinforced at home. Parents, family, and parish members are invited and encouraged to help each other with the children's preparation for First Communion.

BELONGING

- MAIN THEMES:
1. I belong
 2. I belong to my family
 3. I belong to others
 4. I belong to Jesus
 5. I belong to the community of Jesus

Each page contains a simple message to be shared with the children. Your own creativity and imagination are powerful resources in sharing with the children.

The following comments and approaches may be helpful in preparing your class:

1. Always remember, as a parent, family member, or catechist within the parish community, to keep yourself open to the Holy Spirit. Ask for his guidance and his help! Pray that you will communicate the Good News of Jesus to the children and adults with whom you are working.

2. Preparation time is necessary. Be familiar with each page of the children's text and learn together the possible ways of sharing each teaching.

3. Keep the families and the parish in mind as you prepare the children to celebrate First Communion with their own families and in the presence of the parish community.

4. Keep in mind the need to pray with the children and the parish community. Before each week of instruction you might suggest a different petition in the Prayer of the Faithful in the weekend Liturgy. This will help involve the whole parish community in preparing for First Communion and gain the support of the whole parish or mission.

POSSIBLE APPROACHES TO THE CHILDREN'S BOOK

Children can bring pictures of themselves to put on the "This Is Me" page, or they can draw a picture of themselves.

Color a flower and describe the beauty, fragrance, color, and

shape of different flowers and explain how the various flowers look beautiful in a bouquet. Draw the comparison with people. Write names of things you like to do on the petals.

Refer to the section with the rose in the story of **The Little Prince** by Antoine de Saint Exuperey. Harcourt, Brace and World, New York, 1943, 71.

For an activity outside classtime, tape newspapers together and draw the body outlines of each family member, cut out and hang these outlines on the wall. Draw pictures or paste pictures from magazines on each outline to show the many good things we see and appreciate in one another. Share how all these gifts are celebrated in the many ways we belong.

- P. 3 Perhaps the children could bring copies of their baptismal certificates and explain briefly how they were given life in Christ.

Importance of names: fold paper in half, write the child's name on the bottom of the folded edge, cut around the letters in the name and display.

What do names mean? For example, Theodore — Gift of God

Prayer service on being **called**. 1 Samuel 3:1-10

Celebrate the baptismal day.

- P. 6 Draw faces or paste in snapshots of family members. Write in names. Encourage the children to say something about a member of the family.

- P. 7 Each child could draw a picture of his/her home. You could speak briefly about the town or village, the reservation, the county, the state, the country.

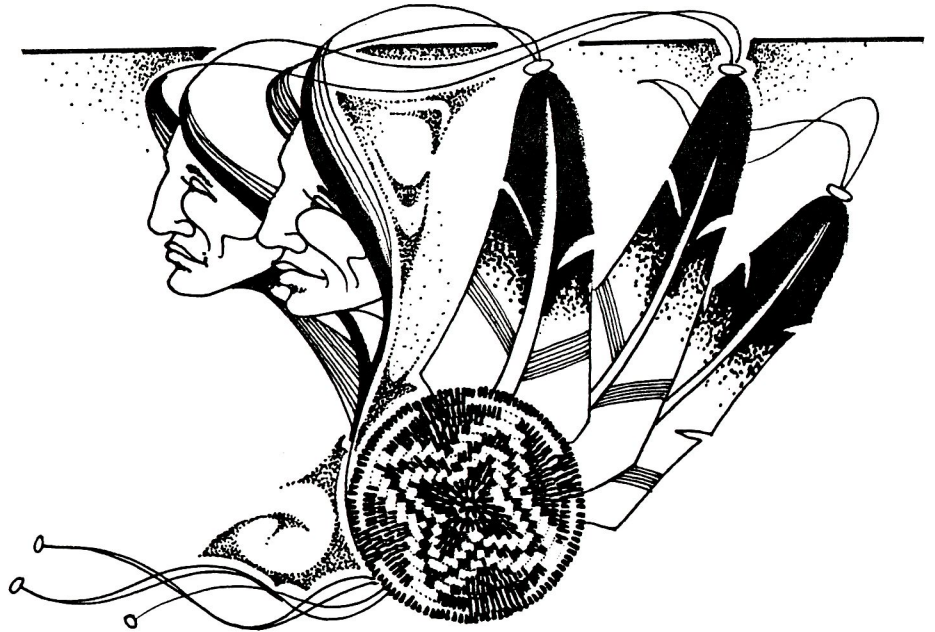
BELONGING . . . Continued

Show and tell: the children could bring something special from home and share it with the class.

- P. 8 Encourage the children to think of other things they share together as family, as friends, as members of the community. Don't forget about prayer together. Urge each child to talk about this page with other family members and ask them for their ideas on what is shared together.
- P. 9 Discuss the many ways in which a family shows their love to the child and to each other.
- P. 10 The children may come from broken homes. Help each child experience how many people care and love them.
- P. 11 Assure the children that they are lovable.



- P. 13 Discuss each of the words on this page. Point out the ways in which a child belongs to each. Challenge the children to think of other groups they belong to and describe the ways in which they belong. The First Communion class is one of those groups.
- P.15 Explain what baptism means. Review the symbols of baptism, for example, water, candle, oil, blanket, ribbon shirt or shawl.
- P. 16 Involve the children in a demonstration of the baptismal ceremony. The pastor or deacon could be invited. Scriptural passages: Matthew 3:1-16 and 3:13-17; Luke 3:15-22. Renewal of baptismal vows.



CELEBRATING

- MAIN THEMES:
1. I celebrate
 2. I celebrate in many ways
 3. I celebrate with my family and friends
 4. I celebrate with my community
 5. I celebrate with Jesus, my friend
 6. I celebrate with Jesus, my family, my friends, my community at the Eucharistic Liturgy
 7. I celebrate at the Liturgy by praying and singing
 8. Every day is a day to celebrate

Eucharist, as celebrations, are in the children's workbook and introductory letter.

SCRIPTURE RESOURCES

Old Testament

- Genesis 14:17-20 Melchizedek brought bread & wine and pronounced a blessing
- Exodus 12:1-28 Story of the Passover and how it is to be celebrated
- Exodus 15:1-21 Song of praise by Moses recalling the crossing of the sea and the destruction of Pharaoh's army
- Exodus 20:8-11 Keep holy the Sabbath
- 2 Samuel 6:12-21 Celebration and offerings of David before the Ark

New Testament

- Matthew 18:19-20 Where two or three
- Mark 1:16-18 Follow Me
- Mark 10:13-16 Let the little children come
- John 2:1-11 Wedding feast at Cana

- John 21:1-14 Peter and the others went fishing
- Acts 20:7 On Sunday we gathered for a communion
- Romans 8:28-39 Nothing will separate us from God's love

POSSIBLE APPROACHES TO THE CHILDREN'S BOOK

- P. 2 Happiness is _____
Fill in the blank. Illustrations also.
- P. 3 Share cookies and Kool-Aid.
Provide half the group with cookies and the other half with soft drinks or punch. See if they naturally share or not. Plan a surprise party.
- P. 4 Tell the children about some of the days we celebrate: feast days, tribal holidays, graduation, special family days. Do you think Jesus ever celebrated? The wedding at Cana, John 2:1-11; Martha and Mary, Luke 11:38-42; Zacchaeus' house, Luke 19:1-10.
- P. 5 A brief explanation of each of these days is prepared beforehand. Children are encouraged to say why they celebrate the other days they have marked on the previous page. Different cultures celebrate different days, for example, March 17 — St. Patrick's Day is celebrated by the Irish; December 6 — St. Nicholas' Day is celebrated by the Germans; Native American Day is celebrated the last Friday of September. What other days are special days of celebration in your tribes and families?
- P. 6 Make drawings or puppets, as a home activity.
- P. 9 How can we celebrate on rainy days

CELEBRATING . . . Continued

snowy days
windy days
hot days
cold days
cloudy days

Use pictures and make up stories.

Every day is a day to celebrate with Jesus!

- P. 10 Every moment is a moment of creation and of the Creator's making Himself known and appreciated. What good things have happened today for us to celebrate life?

The teacher might provide a box of magazines or calendar pictures which speak of creation. The teacher could bring in some seasonal examples of beauty and wonderment to share with the children or simply go for a drive or walk with the children or even discuss these things while watching TV.

- P. 11 Invite the children to talk about their Sunday morning Mass or weekly Liturgy. Discuss the ways the Liturgy is a celebration. Invite the children's ideas of celebrating at Liturgy.

Draw a mural showing the church; children could draw groups or individuals coming to church.

Tour the church building. Explain some of the symbols: the altar, the crucifix, candles, Bible, etc. Try to create a feeling of being welcome in the church.

As a home activity, the children could build their own churches or prayer places.

- P. 12 This might be a home, a church, a school, a picnic, a nature scene, etc.

- P. 13 Briefly explain different names for the celebration: Mass, Eucharist, Eucharistic Liturgy or Celebration, Holy Sacrifice or Sacred Meal.

A brief explanation of what's happening at the altar could be given. A review of the Last Supper scene and how it relates to the Eucharistic Liturgy could be used here. See Luke 22:7-23.

Have a thanksgiving ceremony. Break bread and drink grape juice, all in the name of the Lord.

- P. 14 What are some ways to prepare for special occasions? As a home activity, make the paper chain with each link representing a member of the family and the central link representing Jesus.

- P. 15 Remind and encourage each other to prepare for the weekly Eucharistic Liturgy and to take part in it. Ask the children how they would go about planning a Liturgy with their friends.

- P. 17 Share how Catholics who believe in Jesus, in his Father, and in the Holy Spirit live in countries all around the world and celebrate the Eucharistic in their own languages and with their own music.

- P. 18 Share with the children who Jesus is and why He is our friend. What is a friend? Role play ways in which children are friends. Invite each child to share their prayer and their friends. Where in Scripture does Jesus show himself as friend?

- P. 19 Give a short explanation on prayer. Write simple prayers and

CELEBRATING . . . Continued

make a class prayer book. Bring in a published book of children's prayers. Review the "Our Father," the prayer Jesus taught us.

NOTES:

- P. 20 With the children, go through the parts of the Liturgy of the Word: the Sign of the Cross, Amen and its meaning, the various penitential rites, the Glory To God, response to the readings. Teach a song the children can sing as a prayer between the readings in the Liturgy of the Word.
- P. 21 Choose a few short stories or passages from Scripture to illustrate; include tribal stories as well.
- P. 22 Make bread together as a home project. Share how all the ingredients are necessary for a good loaf of bread. Use your imagination to share many other teachings such as, the yeast in the dough, water, forming and shaping the dough, heat and warmth.



FORGIVING

- MAIN THEMES:
1. Being happy and unhappy
 2. Having love, peace, and harmony
 3. Living with or without good ways or teachings
 4. Sin and selfishness in relation to friendship
 5. Rules in God's family
 6. Forgiving in God's family

The above ideas are developed in the children's workbook and introductory letter. The more familiar you are with the above themes, the easier you will find it to relate and share these ideas with both the children and their families.

SCRIPTURE RESOURCES

Matthew 5:6-9 Beatitudes

Matthew 5:23-24 Leave your gift at the altar; go to be reconciled

Luke 6:27-38 Love your enemies

POSSIBLE APPROACHES TO THE CHILDREN'S BOOK

- P. 2 Tell some simple stories which bring out happiness experienced by children. Encourage the children to tell some of their happy times. Find pictures of happy people and make up stories about them and why they are happy.

Peanuts type cartoons: Happiness is _____
(Fill in blank.)

- P. 3 Ask each child to draw a happy time and have the children talk about their drawings with each other.

- P. 4 Identify the concept of peace with happiness when it is experienced in the sense of wholeness, togetherness, harmony,

or when things are right and fit together.

Cut up pictures into puzzle pieces. Talk about the feeling when all the pieces fit together to make a whole picture.

As a home activity, make a paper chain showing community or make a poster showing the theme of peace.

Record different moods of music which would suggest different levels of peace and have the children respond to the feelings.

Suggested music: "The Sea" by Debussy

"Jonathan Livingston Seagull"

Music by Montovani

- P. 5 Have the children talk about the times they feel happy when loved by others, and when they loved others.

Role play the following situations:

Brothers and sisters showing love to one another

Parents showing love to children

Adults showing love to adults

Children showing love to adults

Stand in a circle and without speaking share signs of love with one another, for example, handshakes, smiles, hugs, pats on the back.

- P. 6 Ask the children if they have any pets. How do they take care of them?

- P. 7 Have the children role play examples of working together and not working together.

- P. 9 Invite the elders to come and tell the children good ways to live. These guests could speak both from tribal legends

FORGIVING . . . Continued

and from their own experience.

Read a Scripture passage such as the Good Samaritan (Luke 10:25-37), which tells of helping others.

P. 10 Read the story of Moses and how he received these good ways from the Creator (Exodus 19 and 20).

P. 12 Discuss the meaning of the Ten Commandments with the

P. 13 children and have them give examples of people living up to these ways.

P. 14 Have the children suggest ways to avoid fighting with others.

P. 15 Role play some selfish ways of acting and have the children see what happens when someone is selfish.

P. 18 Ask the children to talk to each one in their family. What are some examples of selfishness in family life?

Begin a story; divide the group in half; one group acts out the story with selfish people and the other group acts it out with generous people.

P. 19 Discuss what it means to forgive.

What are the most difficult kinds of things to forgive?

You must forgive as your heavenly Father forgives: Luke 6:27-49 and Luke 17:3-4.

P. 21 Role play the act of forgiving.

Pray together the Our Father.

Have the children learn how to sing & sign the Lord's Prayer.

P. 22 Invite one of the elders to tell the children about tribal ways of forgiving.

Share different ways people show they are sorry instead of just saying: "I'm sorry."

P. 25 Talk about examples from Jesus' life and teaching.

P. 26 This could be a good place to introduce a simplified version of the Beatitudes, Matthew, chapter 5.

P. 27 At the Last Supper Jesus said, "Love one another as I have loved you." (John 13:34).

Hanging on the cross Jesus said, "Father, forgive them; they know not what they do." (Luke 23:34).

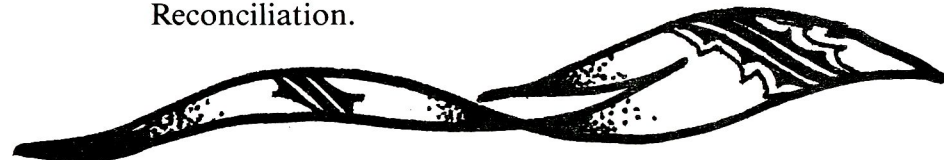
P. 28 Create a simple prayer service for the rite of reconciliation. Have the children compose general petitions of forgiveness, such as, "Forgive my times of fighting."

P. 30 Explain the Sacrament of Reconciliation. (Scripture quotes: John 20:19-23 and Acts 13:38.)

Plan a communal penance service.

Take a tour of the reconciliation room. Ask Father to give an explanation and demonstration of going to Confession.

This would be a good time to prepare each child for their first Confession and experience of the Sacrament of Reconciliation.



NOTES:

HEARING

- MAIN THEMES:
1. Sounds of living
 2. Sounds I can identify
 3. Sounds I make
 4. Sounds I understand
 5. The Word of God
 6. Hearing the Word of God
 7. Understanding and living the Word of God

The children's text and the introduction to this workbook are very brief. After becoming familiar with them, let your imagination work freely in finding examples and techniques of developing the main themes above. Stress listening to the teaching and advice of parents and grandparents, of aunts and uncles, the traditional teachers of the young.

SCRIPTURE RESOURCES

Luke 8:19-21 My relatives are those who hear the Word of God

Luke 10:38-42 Martha and Mary

POSSIBLE APPROACHES TO THE CHILDREN'S BOOK

- P. 2 Listen and identify all the sounds where you are. Perhaps you could take the children to different places and ask the children what sounds they hear.

Ask the children to identify 10 of a possible 15 sounds that the teacher has recorded earlier. These sounds could be a combination of sounds from the world of nature and the world of technology.

- P. 3 What is the difference between noise and sound?

- P. 4 Blindfold children who volunteer. See if they can identify

sounds made by the teacher.

Sign language, Braille — ways of knowing other than hearing.

As a home activity, have children list different sounds in their environment and explain what they mean. They could draw pictures of sound makers such as an alarm clock. What kinds of sounds can my hands, my feet, my head make? Imitate various sounds. Play charades using sounds.

- P. 7 Vocal sounds — what emotions are being expressed? Happy, sad, fearful ones, etc.?

Record simple sentences demonstrating different moods or emotional states.

- P. 8 Whisper a long sentence to one child, who in turn whispers to another, passing it on down the line. See what happens to the original sentence.

- P. 9 Encourage the child's native language and notice the many different sounds within the language and songs.

- P. 11 This page provides an opportunity to see if the children understand the ideas of the earlier lessons and to review.

Have the teacher begin a story, such as, "Once upon a time I was sitting on a rock when all of a sudden ..." The next child adds to the story, and the teacher cuts in at a high point so that another can continue the story. This requires good listening skills.

Read a story, tell a story, or invite an elder to tell a tribal legend. Ask the children to re-tell the same stories in their own ways.

HEARING . . . Continued

- P. 12 In groups of four or five, ask the children to share their favorite toy or TV show. Then ask one child in each group to report all the answers of the group.

As possible home activities, have the children pantomime opposites of words, or plan a treasure hunt. The children need to listen and carry out five or six directions in order to find the treasure.

- P. 13 Bring out the idea that each moment is a moment of God making himself known to us in and through the people and events of our every day living.

Have the children share their idea or concept of God by drawing a picture and showing it to the class.

Ask how God speaks to us in nature, in the happenings of our lives, and in our tribal history.

- P. 14 Show the children the Bible. Have several Bibles, preferably children's Bibles, available for the children to look at and handle. Ask how this book, the Bible, is different from other books in school. God speaks to us through the Bible.

Prepare a little Bible prayer service. Begin by placing the Bible, very solemnly and respectfully, on a stand, lighting candles, reading from it and talking about it. The readings might be taken from the Sunday Mass or the next Eucharistic Liturgy the children will celebrate together.

- P. 15 Talk about some stories from the Bible and ways in which the Creator is with all people from the very beginning of time.

- P. 16 A filmstrip on one or more stories or parables can be shown.

Take a parable and modernize it; share tribal and family stories.

- P. 17 Explain the role of family, catechists, religious, deacons, priests and bishops in sharing the Word of God with others. Actually, God calls each of us to share the Word of God with others.

- P. 19 Happy are they who hear the Word of God and keep it. (Lk 8:19-21) Mary treasured all these things in her heart. (Lk 2:51) Ask individuals how an important person in their lives spoke about God. What do they remember? What do they remember from the Bible — a phrase, a story, a character? How well do we listen?



LOVING

- MAIN THEMES:
1. Love is an initial force and continual source of growth in life
 2. Love and care shown by other people
 3. Jesus' love for all people
 4. Love we give people by helping and praying with them

After reading the introduction and the children's workbook, you will notice that much is left up to using your own gifts to develop the initial teachings through your own experiences. Various stories may be helpful. **The Velveteen Rabbit** by Margery Williams, Doubleday, New York, 1926, and **The Giving Tree** by Shel Silverstein, Harper, New York, 1964, are two suggestions, besides stories of your own choosing.

SCRIPTURE RESOURCES

I Corinthians 13 Love is patient; love is kind
I John 4:7-11 Everyone who loves has knowledge of God
Matthew 25:34-40 If you did it to one of my least brothers
Luke 10:25-37 Good Samaritan

POSSIBLE APPROACHES TO THE CHILDREN'S BOOK

- P. 2 Invite the children to share what they think or feel love is all about.
- Make a collage which shows acts of love or persons helping one another.
- Have the children demonstrate examples of love — smiles, hugs, ways of helping at home.
- P. 4 Have the children tell about the ways they care for others and others care for them.

- P. 5 As a home activity, use puppets or drawings to show scenes of caring in family, school or neighborhood situations.
- P. 7 From watching how older family members care for each other, the child can learn ways of caring.
- Bring an outline of a baby's hand; draw an outline of a child's hand. Compare and note the growth. What kinds of things can a larger and older hand do for others?
- P. 8 The story of Jesus blessing the children — Matthew 19:13-15.
The story of the Good Samaritan — Luke 10:25-37.
Perhaps the children could dramatize these stories.
Filmstrips on the life of Jesus showing his care for others would fit in with these pages.
- P. 9 Contemporary situations — How would Jesus act and what would he say?
- P. 10 Bring out the importance of "Whatever you do, whether in speech or in action, do it in the name of the Lord Jesus. Give thanks to God the Father through him." Colossians 3:17.
- P. 11 Do something special for someone at home.
Make cards for sick people; visit the sick or elderly.
Share some of your spending money.
Ask the children what else they can do.
- P. 12 Have the children make up several petitions to be used in the Eucharistic Liturgy. Encourage them to become aware of praying for family needs, community needs, and world

LOVING . . . Continued

needs.

NOTES:

- P. 14 A demonstration of these and other examples can heighten the children's sensitivity to situations which lack love.

Pictures of starving and homeless people from various parts of the world show a lack of justice as well as a lack of love.

Discuss with the children ways in which they can share love in each of these situations.



OUR CREATOR'S GIVE-AWAY

- MAIN THEMES:
1. We thank God for all of creation
 2. We share in creation
 3. We praise God for all his gifts, especially the gift of life
 4. We respect the unity and diversity of God's creation

There are many stories and legends about creation. The unifying theme running through them is the Creator who brings into being darkness, light, earth, plants, animals, and people. The Creator may also be called Father, Great Spirit, God, Grandfather, Supreme Being. Invite someone to share the creation story of the tribe.

As catechist for this lesson, you may find an outdoor session with the children worthwhile. It could be concluded with a prayer-slide reflection with many nature scenes (about 50).

For a slide presentation as a prayer, perhaps the text could accompany the pictures. Another possibility would be for the children to offer their own prayer of thanks to God for the different scenes. If you think it would work in your situation, you could invite the families to share in this reflection.

SCRIPTURE RESOURCES

Genesis 1:1 - 2:4The creation story from the Bible
John 3:16-17God so loved the world

POSSIBLE APPROACHES TO THE CHILDREN'S BOOK

- P. 2 The children could be asked to name the different aspects of creation portrayed on this page.
- Tell the Creation Story using a flannel board.
- Show slides of creation.

Offer thank you prayers and songs for creation.

Assign different roles to the children — plants, animals, etc. Then play the prologue of 2001 and have them come alive as you call them.

As home activities, have children collect objects such as leaves, flowers, stones, or have them make their own creation boxes. Take a shoe box and paste in pictures of things from creation; several items having special meaning for the child could also be placed in the box.

- P. 4 Compose a "Thank you, Creator" prayer.

Make a paper chain with the "thank you's" and share with the families.

Bring in a large wrapped box; open and take out various pictures of God's creation.

- P. 5 Discuss the need of sun for life and growth. You may want to describe some of the natural wonders of the sun and moon.

- P. 6 Bring in a plant that is healthy and has had plenty of sun, and then show a plant that has been in the dark for a week. Divide a paper in half; draw identical scenes and color one as day and the other as night.

- P. 10 Discuss the qualities of water (life-giving, purifying, refreshing, etc.) and make the analogy with baptism.

Water can be helpful or harmful; it can be used for swimming or drowning. Likewise, all things in creation can be used or abused.

OUR CREATOR'S GIVE-AWAY . . . Continued

P. 11 Have each child plant a bean and watch it grow at home. In groups of four have the children peel and share a piece of fruit, such as an apple, orange, or banana.

P. 15 Bring out the fact that many other little boys and girls throughout the world are also preparing to make their First Communion. God is the Father of all. Through Jesus we are brothers and sisters of all people; the Body of Christ is made up of many members, and we are the Body of Christ.

Show pictures of different races and nationalities. Talk about the unity of the people of God and the diversity of cultures.

Point out on a world map where yellow, black, brown, red, and white people live and areas in which many peoples live together.

P. 16 Share how each person is good and lovable in God's eyes. Have the children create their own world. What kinds of things and people would they put in it? What laws would they want?

P. 17 Examine the similarities and differences of eyes, mouths, and ears in class. Record voices. Stress that all are worthy of respect, especially the handicapped.

P. 18 Blindfold children who volunteer and have a large box with various objects to feel.

Make movements to music — run, skip, walk, jump, etc.

P. 20 This is one of the purposes of the Eucharist.

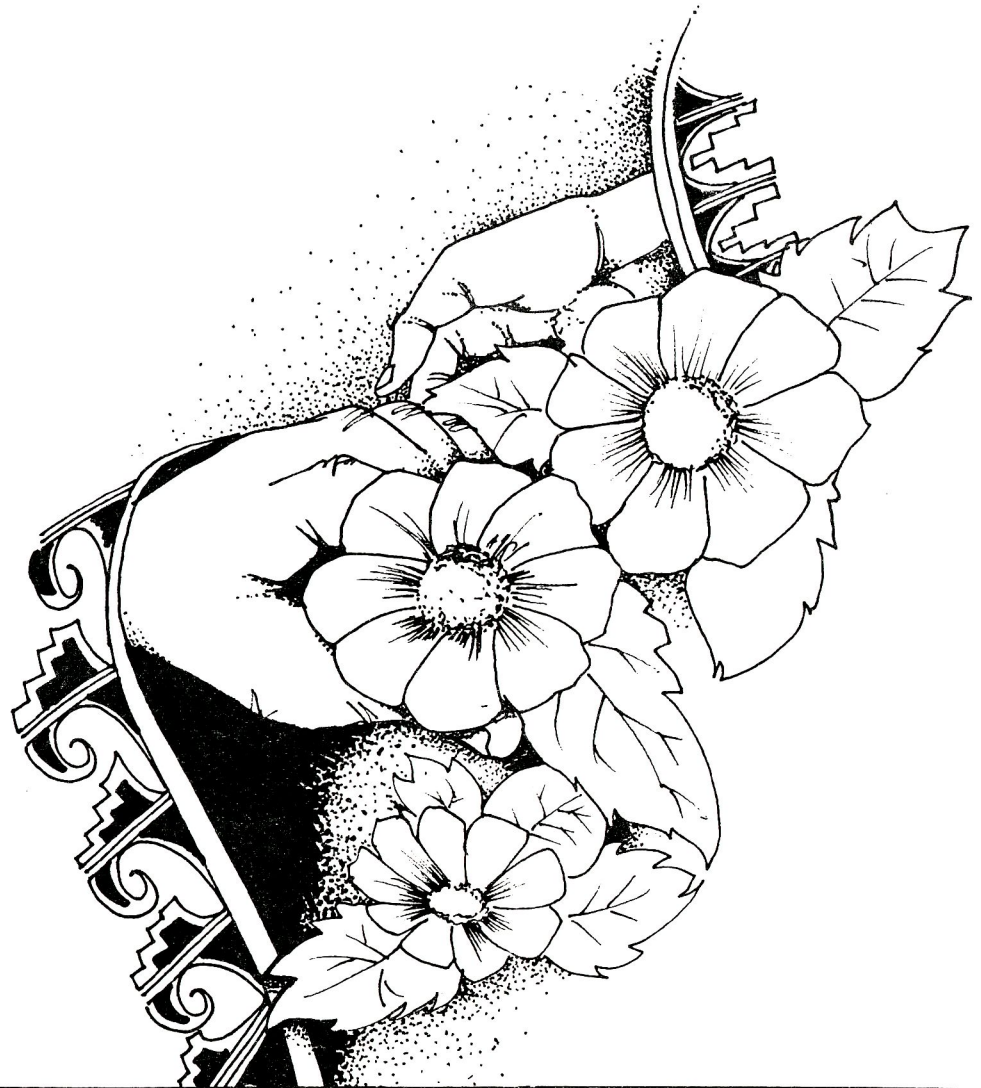
People of faith offer thanksgiving to God.

Our spirit of gratitude leads us to share with others.

P. 21 What do the elders teach us about reverence for creation?

How do farmers, ranchers, sailors, others respect nature?

Pick up trash around the building and grounds.



NOTES:

NEW LIFE

- MAIN THEMES:**
1. New Life in nature
 2. New Life in Jesus and the Spirit
 3. New Life in living Jesus' Way

In the session on Our Creator's Give-Away, we praised God for the life of creation all around us; in the session on Belonging, we thanked God for the spiritual life of baptism that makes us members of God's family. In this session we develop the theme of New Life by focusing on death and resurrection.

Jesus died on the cross for us and rose from the dead in the power of the Holy Spirit. Through his Spirit we are enabled to die to our old self and live more fully in Christian service of others.

Introduce the children to the idea of change, in the sense of dying to become something more. The seed seems to die when it is buried in the earth, but then the plant grows. The caterpillar weaves a cocoon about itself, but later the beautiful butterfly appears.

SCRIPTURE RESOURCES

John 12:23-27Unless the grain of wheat falls to the earth ...

Matthew 16:24-28Take up your cross and follow in my footsteps

Romans 6:1-11Dead to sin, alive to God in Christ

Romans 8:9-11Life through the Spirit

POSSIBLE APPROACHES TO THE CHILDREN'S BOOK

- P. 2 Review the Genesis Story (Genesis, chapter 1) and compare it to an Indian story of creation, unless featured in the last class.

Talk about the life cycle of a caterpillar to a butterfly and point out how growth involves change.

- P. 3 Observe the wonders of God's creation.

Look more closely at a leaf, plant or animal.

Bring in pictures, or perhaps a short movie, showing remarkable forms of creation, such as microscopic forms of life.

Remind the children that the human person is the greatest form of life and deserves great respect at every stage of development. Encourage respect for all creation.

- P. 4 Make drawings or mobiles showing different seasons.

Role-play moods of the seasons, for example, feelings that are light, airy and happy correspond to spring; whereas feelings that are heavy, stormy or quiet correspond to winter.

- P. 5 Make flowers and give them to others to symbolize a sharing of new life. To save time, flowers could be made at home.

- P. 6 As a home activity, children could put together home-made puzzles using cutouts from pictures of one of the seasons.

- P. 7 The summer sun allows us to do certain things, such as swimming. The sun affects plant life; fruit ripens on the trees.

- P. 9 Talk about Thanksgiving and the many reasons we have to be thankful. The children can compose a thanksgiving prayer. Each child can say why they are thankful.

- P. 10 **The Giving Tree**, a children's story by Shel Silverstein, Harper, New York, 1964, could be used here.

- P. 11 Bring in a display of different seeds and discuss the poten-

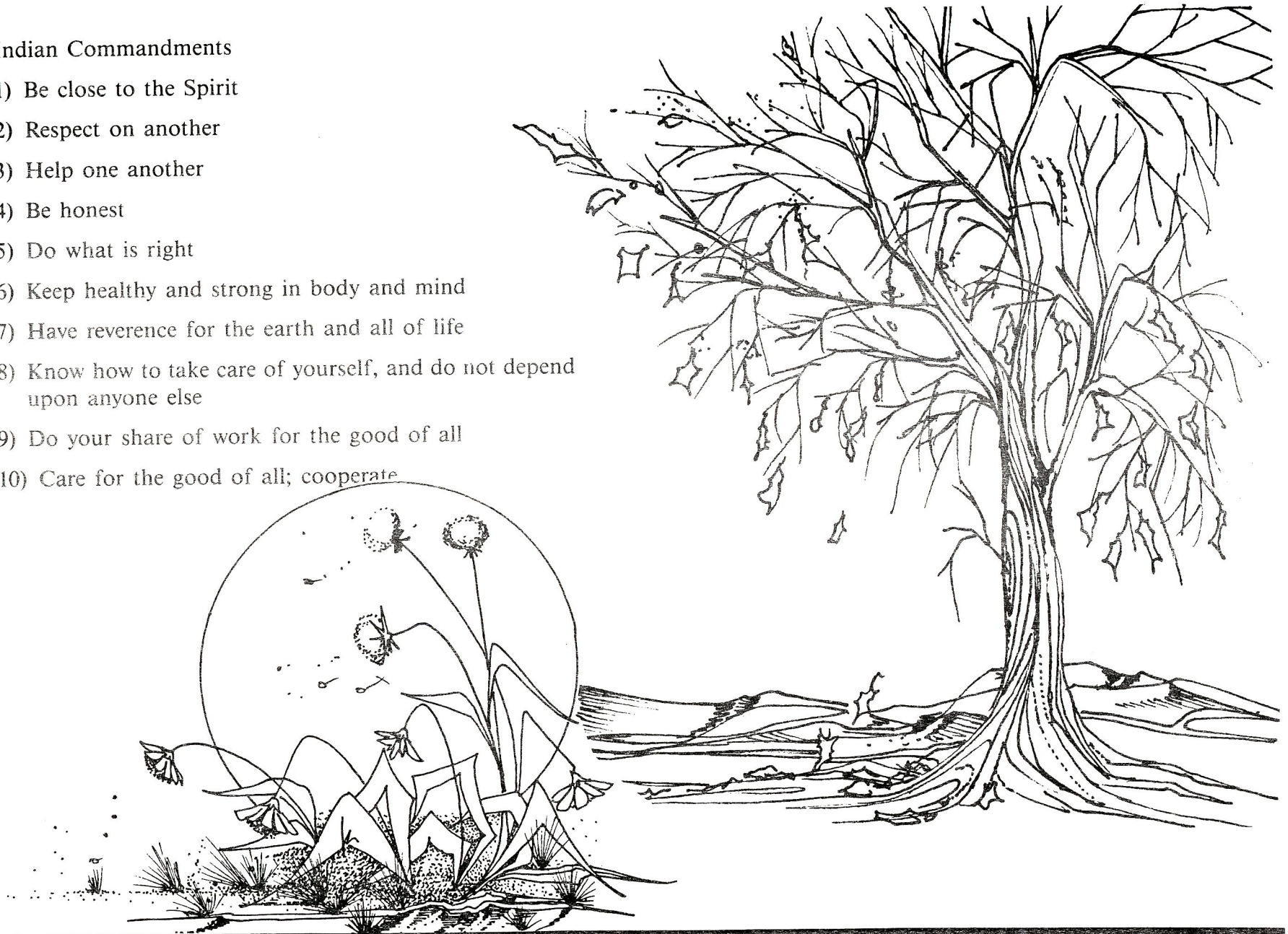
NEW LIFE . . . Continued

- P. 18 This could be a place to review:
 Baptism — receiving new life
 Eucharist — nourishing God's life of love within us
 Sacred Scripture — hearing the Word of God
 If we truly listen, the life of the Spirit will grow in us.
 If we are quiet enough to listen, God speaks to us in prayer,
 in the Scriptures and the story of Jesus' life, in the
 sacraments, in tribal ceremonies, in our relationships with
 others, in nature.
- P. 19 From one of the Gospels, read the account of Jesus' death.
 Share how Jesus' death brought life; Jesus freely gave his
 life for us because he loves us.
 Stations of the Cross — prepare a prayer service with the
 children. Have children act out and write their own prayers
 for each station.
- P. 20 Read the story of Pentecost, the coming of the Holy Spirit.
 Acts 2:1-41 and John 20:19-23.
- P. 21 Sense of wind — we know that it exists by what it does;
 Eagle flight — lifts prayer to God, is a messenger.
 Spirit is a power which moves us to the good life.
 Prayer is a time when the Spirit speaks to us directly, hence
 the importance of daily prayer.
 By doing small, good things for others, we are led by the
 Spirit to do bigger, more self-sacrificing things.
- P. 12 Draw a winter scene.
 Discuss the activities of winter and the kinds of human shar-
 ing and growth, such as storytelling, spending more time
 with the family, and preparing for Christmas.
- P. 14 Prepare a slide presentation of seasonal changes in nature,
 animal, and human life.
- P. 15 Have an elder explain the Circle of Life.
 The children could make posters with the circle of life.
 Talk about the joy of a family with a new baby.
 Talk about the sadness of death when someone we love dies.
- P. 16 Draw or bring pictures of family members at various age
 levels. Discuss the gifts of each age or season: spring —
 youth; summer — young adulthood; fall — middle age;
 winter — old age.
 Have the children make up a story on the journey or cycle
 of life. Record this group story, in case you want to dramatize
 it later.
- P. 17 How did Jesus bring new life to people?
 Develop a class project in which the children do something
 for others, such as visiting the elderly or putting on a pro-
 gram for their families.
- P. 14 P. 15 P. 16 P. 17

NEW LIFE . . . Continued

P. 22 Indian Commandments

- 1) Be close to the Spirit
- 2) Respect on another
- 3) Help one another
- 4) Be honest
- 5) Do what is right
- 6) Keep healthy and strong in body and mind
- 7) Have reverence for the earth and all of life
- 8) Know how to take care of yourself, and do not depend upon anyone else
- 9) Do your share of work for the good of all
- 10) Care for the good of all; cooperate



SHARING

- MAIN THEMES:
1. Sharing in God's goodness
 2. Sharing through Christ
 3. Sharing in unity with others

This is the workbook before the children make their First Holy Communion. The children's teaching explains the sharing of the sacred meal. Through this meal, shared with many people, we learn the sharing of Jesus' body and blood, the food he has given us for our life.

It would be good to meet with the parish team and the priest who will celebrate the First Communion Liturgy. Discuss the plans for celebration and arrange for a practice session in church with the children. If possible, bring the families together for this. First Communion Day is a time of rejoicing for the children, and also for those who have worked so hard to prepare them for this special celebration.

SCRIPTURE RESOURCES

John 2:1-11 Wedding at Cana

Mark 8:1-9 Jesus feeds four thousand

Mark 14:22-26 The Holy Eucharist

Luke 22:7-20 The Holy Eucharist, Passover Supper

POSSIBLE APPROACHES TO THE CHILDREN'S BOOK

- P. 4 Share food and drink and discuss how eating together brings people closer. Ask one of the mothers to bring in some traditional food, such as fry bread and berry juice. This would be a good time to have the children share what they have learned.
- P. 6 Compose meal prayers and make copies for the families.
Make place mats with the meal prayers on them.

- P. 7 Jesus' teaching in the sermon on the mount (Matthew chapters 5, 6, and 7 — the Beatitudes) spells out the requirements of the Ten Commandments in the Old Testament.
- P. 8 Explain the Jewish Passover — Exodus, chapter 12. Talk about the connections with the Last Supper and our Eucharistic Liturgy today.

If the families are interested, you might actually celebrate a Passover meal to show how the Last Supper grew out of the Passover meal.
- P. 9 Tell the children why unleavened bread is used in the Eucharist. Explain why Communion is received under the form of bread or under both bread and wine. Before First Communion Day give the children the opportunity to taste the bread and wine that are used in the celebration of the Eucharist. Remind them about the one hour fast before receiving Communion and explain how this helps in their preparation and respect for the presence of Christ.
- P. 18 Invite spiritual leaders to talk to the children about the power of prayer. Ask them to pray over the children. These guests could tell the children about various times and places where they pray over things and people.
- P. 18 Natural food is necessary to keep our bodies alive and healthy; the Eucharist is special spiritual food to keep our spirits alive and healthy and to help keep us strong and faithful to Jesus and His people.
- P. 19 John 15:1-17, the vine and the branches.

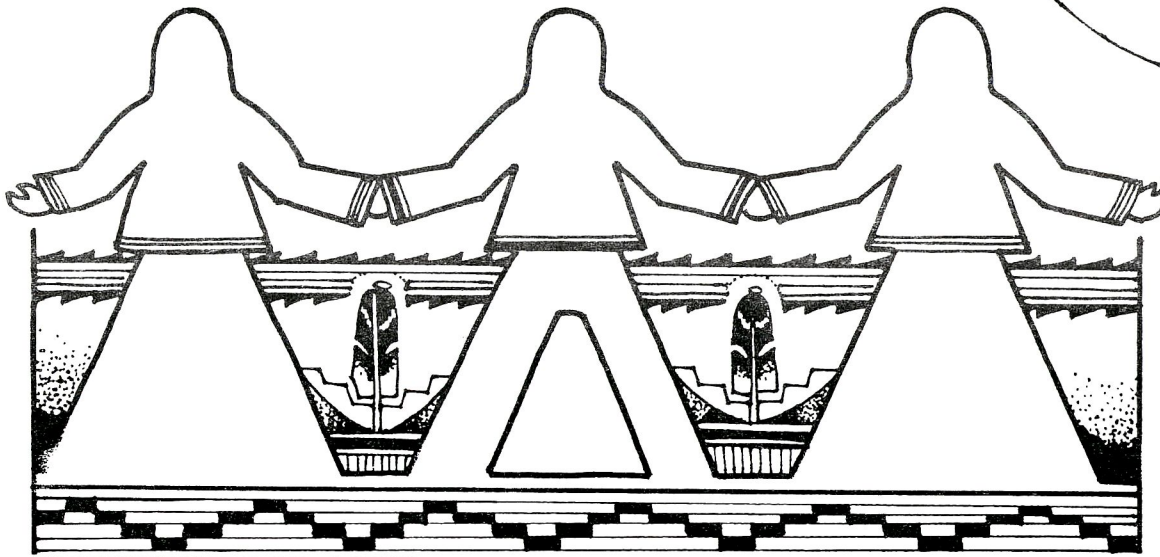
SHARING . . . Continued

- P. 20 Communion brings us closer to Jesus. His body and blood, his very life, is taken within us and grows, so that we become more like Jesus, God's Son. We become brothers and sisters of Jesus.

Have the children stand or sit in a circle, hold hands and pray together — a sign of the power of unity in the Spirit. The Our Father is the ideal prayer before Communion.

- P. 22 Talk to the children about Jesus' desire for unity, which he expressed at the Last Supper. John, chapter 14 and John 17:9-26.

Discuss ways in which the children can help bring unity within family, parish, tribe and world.



SERVING

- MAIN THEMES:
1. The Eucharist deepens our friendship with God.
 2. We need others to grow in love.
 3. Happiness comes when we are in harmony with others.

Indian people have a beautiful concept, which is the Road of Life. Each person is put on the Road of Life by the Creator and journeys through life back to the Creator. People start on the Road of Life as helpless infants; as they grow through childhood, youth, and adulthood, they are given more knowledge. In old age people are better able to use their knowledge and wisdom to help others, as they themselves were helped earlier.

The children have received their First Communion, which is only a beginning. They need much help to grow into the kind of persons they can become, so that some day they will be of help to the People. Encourage the children to always keep a good heart and live in a good way. Bring out the tremendous help of Eucharist in growing in God's love and service.

SCRIPTURE RESOURCES

John 13:1-17 The washing of the feet

Matthew 25:31-45 As often as you did it for one of my least brothers ...

Luke 6:35-38 Be compassionate as your heavenly Father is

POSSIBLE APPROACHES TO THE CHILDREN'S BOOK

P.2 Pantomime or role play different service professions.

P. 3 Review important points from the previous lesson.

P. 4 As a home activity, make a life line. Draw out major events of life, giving dates for birth, baptism, First Communion, and memorable experiences up to the present.

P. 5 The finding of the child Jesus in the temple, Luke 2:41-52. Jesus learned more about God and obeyed his parents; the Holy Spirit inspires us as we grow in wisdom and age and grace. Ways of learning more about God are prayer, Scripture, the sacramental life of the church, and family life.

P. 6 This may be a good place to review suitable Scripture passages, such as Matthew 5, 6, and 7, the sermon on the mount.

Tell the children about some of the times in Jesus' life when he helped others by teaching the people, curing the sick, comforting the sorrowful.

P. 7 Why does Jesus love us?
Think of little children who attract us by their beauty, simplicity, and helplessness.
Mark 10:13-16, Jesus blesses the children.

P. 8 Invite a grandmother or grandfather to share their ways of praying and living as a follower of Jesus.

Why does Jesus love older people? Discuss.

Show a slide presentation of the older people of the community; point out the beauty of faces, hands, activities.

What do elderly people offer you? What do you offer them?

P. 9 Mark 3:31-35. People who hear the word of God and keep it are related to Jesus.

SERVING . . . Continued

P. 10 What are some ways brothers and sisters help one another?

P. 11 Our interdependence with other people and all of creation. What are other examples?

P. 12 Discuss this possibility and several similar examples.

P. 17 Discuss sports and the people on a team. Very few sports are played alone; why?

Would you want to celebrate alone? Why?

P. 20 How is this true in the family and the community?

P. 21 You may want to have the children dramatize an up-to-date version of Matthew 25:31-45.

P. 23 Perhaps a visit to a hospital or nursing home could be arranged; or a nurse could visit the class and tell the children how they could help the sick.

P.24 The multiplication of the loaves and fishes, Matthew 14:13-21.

Perhaps the children could share a treat in their last First Communion class.

The extra goodies could be taken as gifts to the elderly.

P. 26 Give examples of selfish behavior.

P. 27 Examples from Scripture where Jesus called people from selfish to unselfish behavior:

Luke 9:46-48 — Who is the greatest?

Luke 12:13-21 — Growing rich in the sight of God

Luke 14: 7-11 — Taking the first place at table

P. 28 Scriptural passage of a gentle breeze, the movement of the Spirit. 1 Kings 19:9-13.

P. 29 Discuss or dramatize the wedding feast, Luke 14:16-24. What kinds of excuses would we use today?

P. 33 Discuss ways the child can serve at home, in school, with their friends, in the parish and in the tribe.

P. 37 You may want to conclude with a short prayer service.



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