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# Unit 4

## Liturgy and Sacraments

### Overview

This unit examines the communal, public, and official worship of the Catholic Church. Through the celebration of the Seven Sacraments, we recognize God's grace active in our lives, we grow in deeper unity with Christ and one another, we are drawn into deeper participation in the life of the Church, and we are strengthened to spread the faith.

### Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- Liturgy is the Church's public, communal, and official worship centering on key events in the life of Jesus and celebrated within a liturgical year.
- The Sacraments are liturgical rituals that use concrete symbols to help us connect with important spiritual realities.
- The Sacraments, traditionally classified as Sacraments of Christian Initiation, Sacraments of Healing, and Sacraments at the Service of Communion, are communal celebrations of our belonging to the Body of Christ.
- The Sacraments are channels of grace that have a number of important effects for those who are prepared for and actively participate in them.

Upon completing the unit, the students will have answered the following questions:


- What is liturgy, and how does the liturgical year help us to remember God's saving power through important historical events, such as Jesus' birth, death, and Resurrection?
- What are the scriptural and symbolic roots of each Sacrament?
- What are the effects of the Sacraments of the Catholic Church?
- How might the Sacraments be seen as a pathway to a life of grace and service?

### How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 4" (Document #: TX001583)
- handout "Rubric for Final Performance Tasks for Unit 4" (Document #: TX001584)
- handout "Unit 4 Test" (Document #: TX001594)

## Student Book Content

This unit draws on chapters from *The Catholic Faith Handbook for Youth, Third Edition (CFH)*, and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read content from the *CFH*, the following symbol appears in the margin: . The chapters covered in the unit are from "Part B: Liturgy and Sacraments," and are as follows:

- "Introduction to the Liturgy" (chapter 16, pp. 170–181)
- "Introduction to the Sacraments" (chapter 17, pp. 182–191)
- "Baptism" (chapter 18, pp. 192–202)
- "Confirmation" (chapter 19, pp. 203–212)
- "The Eucharist" (chapter 20, pp. 213–224)
- "Sacraments of Healing" (chapter 21, pp. 225–236)
- "Sacraments at the Service of Communion" (chapter 22, pp. 237–249)

## The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to deepen their understanding of Sacraments as privileged encounters with Jesus Christ. It is not necessary to use all the learning experiences provided in the unit; however, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.

**Explain**

**Step 1:** Preassess what the students know and want to know about the Seven Sacraments as privileged encounters with Jesus Christ.

**Understand**

**Step 2:** Introduce the final performance task options and the rubric for the final performance tasks for unit 4.

**Interpret**

**Step 3:** Explore the students' understanding of liturgy and the liturgical year.

**Perceive**

**Step 4:** Explore with the students the meaning of symbols as a way of understanding the Sacraments.

**Explain**

**Step 5:** Explore how different Scripture passages relate to the Sacraments of Christian Initiation and identify the effects of each of these Sacraments.

**Perceive**

**Step 6:** Invite the students to explore how their parish invites, inspires, and prepares people who are interested in becoming Catholic.

**Reflect**

**Step 7:** Lead the students through a scriptural reflection on the Eucharist.

**Explain**

**Step 8:** Explore how different Scripture passages relate to the Sacraments of Healing and the Sacraments at the Service of Communion, and identify the effects of each of these Sacraments.

**Step 9:** Give the students a quiz to assess understanding.

Explain

**Step 10:** Make sure the students are on track with their final performance tasks.

Understand

**Step 11:** Provide an opportunity for the students to reflect on how they have learned throughout this unit.

Reflect

## Scripture Passages

Scripture is an important part of this course and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Genesis 2:18–24 (The Creation of Woman)
- Genesis 6:11–22 (Noah and the Flood)
- Exodus 12:14–20 (A Memorial Feast)
- Exodus 14:21–25 (The Parting of the Red Sea)
- Deuteronomy 18:1–5 (Priests)
- Joshua 3:14–17 (Crossing the Jordan)
- 1 Samuel 16:11–13 (The Anointing of David)
- Isaiah 61:1–2 (The Spirit of the Lord)
- Matthew 9:1–8 (The Healing of the Paralytic)
- Matthew 10:1–14 (The Commissioning of the Twelve)
- Matthew 14:13–21 (Feeding Five Thousand)
- Matthew 19:1–6 (Marriage)
- Mark 6:7–13 (The Mission of the Twelve)
- Mark 10:2–12 (Marriage and Divorce)
- Mark 16:17–18 (The Commissioning of the Eleven)
- Luke 15:11–32 (The Prodigal Son)
- Luke 22:14–20 (The Last Supper)
- Luke 24:13–35 (The Road to Emmaus)
- John 3:3–8 (Born of Water and Spirit)
- John 4:4–15 (The Samaritan Woman)
- John 6:30–35 (True Bread from Heaven)
- John 8:1–11 (The Woman Caught in Adultery)
- John 20:19–23 (Appearance to the Disciples)
- Acts 2:1–13 (The Coming of the Spirit)
- 1 Corinthians 11:23–26 (Tradition of the Institution)
- Ephesians 5:25–33 (Husbands and Wives)
- 1 Timothy 3:1–13 (Various Ministries)
- Hebrews 4:14–5:10 (High Priests)
- James 5:13–15 (Anointing of the Sick)

## Vocabulary

This unit includes the following key terms. To provide the students with a list of these terms and their definitions, make and distribute copies of "Vocabulary for Unit 4" (Document #: TX001585), one for each student.

assembly	priesthood of the faithful
catechumen	ritual
catechumenate	Sacrament
Consecration	sacramentals
Eucharistic prayer	Sacraments of Healing
grace	Sacraments of Initiation
Holy Communion	Sacraments at the Service of Communion
liturgy	symbol
Liturgy of the Eucharist	Triduum
Liturgy of the Word	vocation
ordained ministers or clergy	

## Online Support Resources

All of the handouts in this unit are available online for easy access and customization. A variety of other resources are also available to be used to reinforce the content covered in this unit and provide additional support for lesson planning. These materials include PowerPoint presentations, additional activities, review-question answers, quizzes, and Web links. Go to [catholicfaithhandbook.smp.org](http://catholicfaithhandbook.smp.org) to see how these support materials might help you.

# Learning Experiences

## Step 1

**Preassess what the students know and want to know about the Seven Sacraments as privileged encounters with Jesus Christ.**

1. **Make** and distribute copies of the handout "Sacraments as Privileged Encounters with Jesus Christ" (Document #: TX001586), one for each student.
2. **Encourage** the students to take some time to fill out parts 1 and 2 to the best of their ability. Remind them that this is a preassessment and that they may not remember everything. Once they have been given time to complete the handout, invite the students to form pairs to compare their answers. Then ask them to individually rate themselves as "very knowledgeable," "somewhat knowledgeable," or "not very knowledgeable" about the Sacraments.
3. **Give** the students an opportunity to share some of their handout answers with the class by calling on several volunteers.
4. **Collect** the handouts to evaluate the students' knowledge, and return them to the students at the following class meeting.
5. **Remind** the students to save this handout. This preassessment can help the students track the development of their understanding as the unit progresses.

## Step 2

**Introduce the final performance task options and the rubric for the final performance tasks for unit 4.**

This unit provides you with two ways to assess whether the students have a deep understanding of the most important concepts in the unit. They may choose to create a Sacrament scrapbook; or organize, participate in, and reflect on an outreach service project.

1. **Prepare** by making copies of the handouts "Final Performance Task Options for Unit 4" (Document #: TX001583) and "Rubric for Final Performance Tasks for Unit 4" (Document #: TX001584), one of each for each student.
2. **Distribute** the handouts and offer the students a choice regarding which performance task they would like to complete. You may also wish to add performance task options of your own. Review the directions, expectations, and rubric in class, allowing the students to ask any questions they might have.
3. **Offer** the students a brief overview of the unit. Assure them that each learning experience is designed to build the knowledge and skills they

Explain

Understand

### Teacher Note

If you have done these or similar performance tasks with students before, display examples of this work in the classroom. Explain how each is a good example of a completed task.

will need to demonstrate their understanding of the core concepts presented in the unit.

**Interpret****Step 3****Explore the students' experience and understanding of liturgy and the liturgical year.** **Teacher Note**

A brief quiz can help focus a group's attention as you begin a class meeting whenever a reading assignment is due. This type of quiz should be a short quiz that asks the students to recall straightforward, factual answers from the reading assignment. Generally, this type of quiz employs short-answer, multiple-choice, or true/false questions. Quiz items for chapter 16, for example, might include:

(1) Name two ways Christ is present in the Church's liturgy; or (2) Advent, as a liturgical season, most closely means (a) season of repentance, (b) coming, (c) new beginnings, (d) confrontation.

- 1. Direct** the students to read the student book chapter 16, "Introduction to the Liturgy," as preparation and background for this learning experience. Ask the students to highlight three points in the reading that particularly stand out for them.
- 2. Encourage** volunteers to share the different points they highlighted in the text for their reading assignment. Have them identify why these points stood out for them. Tell the class you will explore these points more deeply.
- 3. Invite** the students to share their own understanding and personal experience of liturgy. Direct the discussion by asking these or similar questions:
  - What is the primary purpose of the Church's liturgy?
  - What is your overall experience of liturgy?
  - What are some things churches could do to make the liturgy more interesting and meaningful to you?
  - What are some things you can do to make the liturgy more interesting and meaningful for yourself?
- 4. Emphasize** the need for full, conscious, and active participation in the liturgy. Share with the students the importance of understanding and preparing for liturgy. Point out that often people are uninterested or uninspired by liturgical celebrations because they do not yet fully understand or appreciate the significance and meaning of them.
- 5. Direct** the students to form groups of four or five. Invite the groups to list the different actions and movements that take place during the Mass. From start to finish, ask the groups to note the order in which certain actions occur in the Eucharistic liturgy. Give them ample time for discussion.
- 6. Write** the following headings on the board after the groups have had time to work: "Introductory Rites," "Liturgy of the Word," "Liturgy of the Eucharist," and "Concluding Rites." Challenge the groups to use these headings to help further organize their lists.

7. **Invite** the groups to present their lists to the class. You may wish to record these somewhere so the class can compare the lists. After everyone has had a chance to present, direct the groups to pages 220–221 in the student book to check their lists.
8. **Highlight** that liturgy is the public, communal, and official worship of the Church. Remind the class that the word *liturgy* comes from the Greek word *liturgia*, which means “a public work” or “service on behalf of the people.” Tell the students that the Mass is the central liturgy of the Church but that all the Sacraments are also liturgical celebrations.
9. **Make** and distribute copies of the handout “Sacred Time: The Liturgical Calendar” (Document #: TX001587), one for each student. Allow ample time for the students to complete the handout. You may wish to ask the students to complete as much of the handout as possible without using their texts. Then, after some time, you can invite them to complete or correct their work by using the text as a reference.
10. **Invite** volunteers to share their responses from the handout. Take time to review the meaning of the different liturgical seasons, and have the students identify which liturgical season the Church is currently celebrating.

**Teacher Note**

For many students, a good portion of the information about the liturgical calendar will be at least somewhat familiar. Consider ways to keep the students engaged. If many students are quite familiar with the material, you may wish to ask them to teach the class about the different liturgical seasons.

## Step 4

### Explore with the students the meaning of symbols as a way of understanding the Sacraments.

1. **Direct** the students to read the student book chapter 17, “Introduction to the Sacraments,” as preparation and background for this learning experience.
2. **Discuss** with the class some key points about symbols, using these or similar words:
  - When we speak of symbols, we are talking about an object or action (ritual) that has meaning beyond itself: the object or ritual is concrete, but the meaning is abstract. Water, for example, is a concrete reality, but it may symbolize life and death, cleansing, the womb, or rebirth.
  - There are two kinds of symbols—public and private. Public symbols are those that most people recognize to mean something definite. Some commonly known examples of public symbols are an evergreen tree, the cross, the Star of David, and flags of various countries. Private symbols are objects or actions that have meaning for an individual or a small group. A special object given to someone, such as an aunt’s necklace or a grandfather’s military dog tags, may continue to have symbolic significance. Each of these symbols, public or private, evokes a definite reality, such as a special person or a country or an event, but it also suggests other realities such as courage, freedom, or love.



 **Teacher Note**

The topic of symbols is difficult for many students to grasp. Clarifying the meaning of symbols in the context of Sacraments can be even more confusing to some. It is important to take adequate time to unpack the meaning of symbols and their relationship to the Sacraments.

**Explain**

- Liturgical symbols often use public symbols together with ritual actions. They are unique, however, in that they not only bring to mind the presence of Christ but also mediate (or bring about) the *real presence* of Christ.

- 3. Make** and distribute copies of the handout "What Is a Symbol?" (Document #: TX001588), one for each student. Invite the students to read the information about symbols in part 1 of the handout. Then ask the students to complete parts 2 and 3. The students can work individually or in small groups of two or three. After the students have finished writing, ask several volunteers to share some of their responses.
- 4. Direct** the students to the chart on page 189 in the student book. Invite seven students to read the information in the chart about each Sacrament, following the chart from left to right. Then remind the students that Sacraments effect change in us. Use these or similar words:
  - Sacraments are efficacious signs of grace. This means they have a real and positive effect on us. Each Sacrament uses powerful symbols, and each brings God's time and God's way of doing things into our lives. We will discuss the effects of the Sacraments in the next step.

**Step 5**

**Explore how different Scripture passages relate to the Sacraments of Christian Initiation, and identify the effects of each of these Sacraments.**

- 1. Direct** the students to read the student book chapters 18, 19, and 20, "Baptism," "Confirmation," and "The Eucharist," as preparation and background for this learning experience on the days you discuss these Sacraments. This is a considerable amount of reading that should be assigned over several days. You may also wish to devote some classroom time to complete this reading, allowing the students to read through the chapters or assigning different sections to small groups and having the small groups report back to the large group.
- 2. Write** the following on the board to be used as a prompt before the class begins:
  - The three Sacraments of Christian Initiation are (1) \_\_\_\_\_, (2) \_\_\_\_\_, and (3) \_\_\_\_\_. They celebrate \_\_\_\_\_.

When the students arrive, direct them to take out their notebooks or journals and copy the words from the board, filling in the blanks to the best of their knowledge. Ask volunteers to name the Sacraments of Christian Initiation.

- 3. Provide** background information about the Sacraments of Christian Initiation, using the points below. Ask the students to take notes on this information in their notebooks or journals. Use these or similar words:
- ▶ In the early days of the Church, new Christians were initiated into the Church after a long preparation period that lasted about three years. The focus of their preparation was more about spiritual formation than catechetical instruction. Important teaching took place, but the focus was on the conversion of hearts. The form the process took was liturgical—rooted in Sacred Scripture and in powerful symbolic objects and rituals. We will explore some of the Scripture and symbols underpinning each of the three Sacraments of Christian Initiation: Baptism, Confirmation, and the Eucharist.
  - ▶ As we begin we should remember several important historical developments. One was that many of the earliest Christians risked their lives to become followers of Jesus Christ. Would we risk our lives as they did? A second development was that, as the Church grew larger, the long process of Christian Initiation became “inconvenient” and eventually was virtually lost. A third historical development was that the ancient process of initiating new members was recovered in the Catholic Church by the Second Vatican Council (1962–1965) and reinstated in a revised liturgical form called the Rite of Christian Initiation of Adults (RCIA).
- 4. Prepare** for this learning experience by making sure that the small groups of two or three (or individuals) have access to a Bible. Make and distribute copies of the handout “A Biblical and Symbolic Look at the Sacraments of Christian Initiation” (Document #: TX001589), one for each student. Invite the students to form small groups of two or three, or you may prefer to have them work alone.
- 5. Review** the instructions on the handout and the example shown and allow ample time for the students to work. You will want to move among the different groups or individuals to make sure they are on task. Consider playing instrumental music softly as the students work.
- 6. Ask** for responses of the groups or individuals for each Scripture verse after everyone has finished, discussing the different points the students bring up.
- 7. Write** the following heading on the board or on a PowerPoint slide: “The Effects of the Sacraments of Christian Initiation.” Create three columns, labeled “Baptism,” “Confirmation,” and “The Eucharist.”
- 8. Invite** the students to take a few minutes to review pages 192–224 in the student book and to create a list of the effects of the Sacraments of Christian Initiation. After a few minutes, invite volunteers to identify some of the effects of each Sacrament. Record their answers in the appropriate columns on the board or PowerPoint slide. Discuss how each Sacrament and the grace it offers can empower us to live lives of love in service to God and others.



## Perceive

**Step 6**

**Invite the students to explore how their parish invites, inspires, and prepares people who are interested in becoming Catholic.**

1. **Prepare** for this learning experience by giving the students a prompt to begin their exploration process. Write the following prompt on the board, preferably before the class arrives:
  - What are some reasons a person might choose to become a follower of Christ today?
2. **Direct** the students to take out their notebooks or journals and write their answers to the prompt. After they have had time to write, do a quick whip around to hear from all of the students. Then summarize some of the students' insights before moving on.
3. **Prepare** by making and distributing copies of the handout "The Sacraments of Christian Initiation in My Parish" (Document #: TX001590), one for each student. It may be necessary to allow the students to complete this handout as a homework assignment in preparation for class discussion, depending on your students' knowledge of their home parishes.
4. **Invite** each student to join with one other student to compare their responses on the handout. After the students have had adequate time to discuss their responses, lead a class discussion by asking the questions on the handout, one by one. Call on volunteers to share their responses.
5. **Ask** the students who have experienced the Easter Vigil liturgy at their parish to share what their impressions were and what they remember. Encourage all of the students to attend the Easter Vigil liturgy at their parish this year.

## Reflect

**Step 7**

**Lead the students through a scriptural reflection on the Eucharist.**

1. **Prepare** for this learning experience by making sure that each student has access to a copy of the Bible. At least a day in advance, ask a strong reader to prepare to read the Gospel account of the disciples on the road to Emmaus (Luke 24:13–35). Make and distribute copies of the handout "Just a Closer Walk with Thee" (Document #: TX001591), one for each student.
2. **Tell** the students you are going to spend a little more time reflecting separately on the Sacrament of the Eucharist, because this Sacrament is at the heart of Catholic life and is one of the Sacraments Catholics celebrate repeatedly throughout their lives.

**3. Introduce** the reflection, using these or similar words:

- ▶ We are going to begin a special reflection on one of the Resurrection accounts from the Gospel of Luke—the story of two disciples on the road to the town of Emmaus. This story gives us a deeper understanding of the Eucharist. First, a volunteer will read the Gospel account to us. Listen attentively for the Eucharistic and Trinitarian elements of this Gospel account. After you listen to the Emmaus story, you will have an opportunity to reflect on this account and discover its liturgical and Eucharistic themes and meaning.

**4. Invite** the selected reader to read the Emmaus story for the class. You may wish to consider having the student read through the story two times and provide a few moments of silent reflection after the reading.

**5. Allow** time for the students to complete the reflection handout. When they are finished with the assignment, invite volunteers to share their answers, discussing each question on the handout. Make sure the connection between this story and the Eucharist has been made clear to the students.

## Step 8

Explain

### Explore how different Scripture passages relate to the Sacraments of Healing and the Sacraments at the Service of Communion, and identify the effects of each of these Sacraments.

- 1. Direct** the students to read the student book chapters 21 and 22, "Sacraments of Healing," and "Sacraments at the Service of Communion," as preparation and background for this learning experience.
- 2. Prepare** by making and distributing copies of the handout "A Biblical and Symbolic Look at the Sacraments of Healing and the Sacraments at the Service of Communion" (Document #: TX001592), one for each student. Invite the students to work in small groups of two or three. Consider playing a recording of soft instrumental music while the students work. Present instructions for the exercise, using these or similar words:
  - ▶ In this exercise, you will explore the biblical and symbolic roots for both the Sacraments of Healing and the Sacraments at the Service of Communion. This handout is similar to the one we completed for the Sacraments of Christian Initiation. The two Sacraments of Healing are Penance and Reconciliation and Anointing of the Sick. The two Sacraments at the Service of Communion are Matrimony and Holy Orders.
- 3. Allow** ample time for the students to complete the handout, walking around to monitor group work. Provide assistance when the students have questions.
- 4. Invite** several volunteers to share their answers with the large group, discussing one Sacrament at a time.





5. **Write** the following on the board or on a PowerPoint slide: "The Effects of the Sacraments." Create four columns, labeled, "Penance and Reconciliation," "Anointing of the Sick," "Holy Orders," and "Matrimony."

6. **Invite** the students to take a few minutes to review pages 225–249 in the student book and to create a list of the effects of each of the Sacraments of Healing and the Sacraments at the Service of Communion. After a few minutes, invite the students to list aloud some effects of each Sacrament. Record their answers in the appropriate columns on the board. Discuss how each Sacrament can empower us to live lives of love in service to God and others.

**Explain**

## Step 9

### Give the students a quiz to assess understanding.

This assessment can help you and the students identify any areas of strength and any areas that may need additional time and attention. Use the results of this quiz to better assist the students in preparing for the unit test.

1. **Make** and distribute copies of the handout "Unit 4 Quiz" (Document #: TX001593), one for each student. Note that the quiz revolves around the vocabulary utilized throughout this unit. This is to help you and the students identify what terms and definitions they do and do not now know in preparation for the unit test.
2. **Provide** 5 to 10 minutes for the students to review their books and notes. Distribute the quiz and provide sufficient time for the students to complete it. If time permits, when the students are finished, collect the quizzes and then redistribute them so everyone has someone else's. Review the quiz, allowing the students to correct one another's work. Collect the quizzes and further your analysis about topics that may need more coverage.

**Understand**

## Step 10

### Make sure the students are on track with their final performance tasks.

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or in their small groups.

1. **Remind** the students to bring to class any work they have already prepared so they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Review the final performance task options, answer questions, and ask the students to select a performance task if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This provides you with the opportunity to work with any students who need additional guidance with the project. You may wish

to allow the students to suggest alternative tasks or ways they can further develop the tasks that are presented.

## Step 11

**Reflect**

### Provide an opportunity for the students to reflect on how they have learned throughout this unit.

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding has developed throughout the unit.

1. **Make** copies of the handout "Learning about Learning" (Document #: TX001548), one for each student.
2. **Distribute** the handout and give the students about 15 minutes to answer the questions quietly. Invite them to share any reflections they have about the content they learned as well as their insights into the way they learned.

## Vocabulary for Unit 4

**assembly:** Also known as a congregation, it is a community of believers gathered for worship as the Body of Christ.

**catechumen:** One who is preparing for full initiation into the Catholic Church by engaging in formal study, reflection, and prayer.

**catechumenate:** The name of the full process, as well as of one formal stage within the process, by which persons are prepared for full initiation into the Church. The process is commonly reserved for adult converts to Catholicism.

**Consecration:** Making a person (candidate for ordination), place (a new church), or a thing (bread and wine) holy. During the Mass, the term refers to that point in the Eucharistic prayer when the priest recites Jesus' words of institution, changing the bread and wine into the Body and Blood of Christ.

**Eucharistic prayer:** The part of the Mass that includes the Consecration of the bread and wine. It begins with the preface and concludes with the great Amen.

**grace:** The free and undeserved gift of God's loving and active presence in the universe and in our lives.

**Holy Communion:** Another name for the Eucharist, the Body and Blood of Jesus Christ.

**liturgy:** Based on a word meaning "public work," the official public worship of the Church, the heart and high point—or source and goal—of which is the Eucharist.

**Liturgy of the Eucharist:** The second major part of the Mass, it comprises the preparation of the gifts, the Eucharistic prayer, and the Rite of Holy Communion.

**Liturgy of the Word:** The first major part of the Mass, it comprises three scriptural readings, a Responsorial Psalm, a homily, the Nicene Creed, and petitions.

**ordained ministers or clergy:** Those who have received the Sacrament of Holy Orders, that is, deacons, priests, and bishops.

**priesthood of the faithful:** The belief that the Body of Christ is made up of priestly people who share in Christ's royal priesthood.

**ritual:** The established form of the words and actions for a ceremony that is repeated often. The actions often have a symbolic meaning, such as the anointing with Chrism at Confirmation.

**Sacrament:** In Catholic life and worship, the seven efficacious signs of God's grace, instituted by Christ and entrusted to the Church, by which divine life is dispensed to us.



**sacramentals:** Sacred signs (such as holy water and a crucifix) that bear some resemblance to the Sacraments, but which do not carry the guarantee of God's grace associated with the Seven Sacraments.

**Sacraments of Healing:** The two Sacraments that are concerned with healing the mind, body, and spirit: the Sacrament of Anointing of the Sick and the Sacrament of Penance and Reconciliation.

**Sacraments of Initiation:** The three Sacraments of Initiation are Baptism, Confirmation, and the Eucharist.

**Sacraments at the Service of Communion:** The name given to the two Sacraments that are directed toward building up the People of God, namely Holy Orders and Matrimony.

**symbol:** An object or action that points us to another reality. It leads us to look beyond our senses to consider the deeper mystery.

**Triduum:** The three days of the liturgical year that begin with the Mass of the Lord's Supper on Holy Thursday and end with evening prayer on Easter Sunday.

**vocation:** A call from God to all members of the Church to embrace a life of holiness. Specifically, it refers to a call to live the holy life as an ordained minister, as a vowed religious (sister or brother), in a Christian marriage, or in single life.

