

PRESENTER'S GUIDE

THE SACRAMENT OF

First Holy Communion

A COMPLETE PREPARATION COURSE
and Activities with Parents



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THE SACRAMENT OF FIRST HOLY COMMUNION

PRESENTER'S GUIDE

HOW TO USE THIS PRESENTER'S GUIDE

You have been entrusted with a sacred task: to prepare someone to receive the Sacraments of Penance and the Eucharist, specifically First Holy Communion. Whether you are a teacher in a Catholic school, a parish volunteer leading a religious education class, or a parent preparing your own child for these important Sacraments, your task is vital. This Presenter's Guide is intended to assist you in using *The Didache Series Sacramental Preparation: The Sacrament of First Holy Communion* textbook to prepare your students.

In this Presenter's Guide each chapter is covered in one session. Depending on your own classroom situation, you may be able to complete one chapter per session or spread out each chapter over multiple sessions.

Each session is divided into three main sections:

PREPARING FOR CLASS

This section helps you, the presenter, to prepare for class ahead of time. It has two subsections:

Points to Remember

This subsection summarizes the "Points to Remember" found at the end of the corresponding chapter in the student text. It allows you to keep in mind the most important aspects of the chapter for the students to retain.

Introductory Questions and Answers

At the beginning of each chapter in the student text, there are several questions the students should be able to answer by the end of the chapter. You will find these questions, as well as their answers, in this subsection of the Presenter's Guide.

DURING CLASS

This contains material that you can use during the actual presentation of the chapter materials. It includes five subsections:

Opening Prayer

It is a good practice to begin each class with a familiar prayer, such as the *Our Father* or *Hail Mary*.

Opening Activity

A suggested activity is given in this subsection that will both review the previous chapter and lead into a discussion about the current chapter.

Presenting the Chapter

This subsection lists the main topics that should be addressed in the chapter, including some suggestions on how to review them.

Main Classroom Activity

This practical activity can be done in the classroom to help the students more fully understand the concepts presented in the chapter. Most activities will need a few materials, such as pencils, glue, and the Activity Sheets found in the back of their respective chapters. These Sheets should be photocopied and three-hole punched before class. A chart of all materials needed throughout the year can be found at the end of this section (see page viii). Also, it is important that each student keep a folder to hold the various Activity Sheets that he or she completes during the course of the class. This folder will then be a record of all the key concepts of the student's First Communion preparation.

Closing Activity

A suggested activity is given to close the presentation. This is typically a review of the life of the featured saint for that chapter.

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HOW TO USE THIS PRESENTER'S GUIDE Continued

WRAP-UP

This section allows you to determine if the students have retained the key points of the chapter. It is broken down into five subsections:

Assessment

This subsection contains suggested activities for the students in order to evaluate if they have learned the important concepts from the chapter.

Study Questions & Answers

This subsection includes the Study Questions found at the end of the chapter in the student text as well as answers.

Homework

Here are suggested homework assignments for the students.

Enrichment Exercises

This subsection includes two suggested ways for the students to go deeper in understanding the chapter's concepts and apply them to their own Christian lives, especially in preparation for Penance and First Holy Communion.

Preview of the Next Chapter

This preview is a reminder to briefly introduce the next chapter before concluding the current chapter's lesson.

VOCABULARY

There is also a "Vocabulary" section which simply reprints the vocabulary found in the student text for your convenience.

See page viii for Materials Chart.

BEFORE THE FIRST CLASS

Overview of Chapter One

Be sure you and each of the students have a copy of this book:



The Sacrament of First Holy Communion,
A Complete Preparation Course

ISBN 978-1-948139-14-4

Available from MTF at www.theologicalforum.org

At the time of registration, assign each student to read Chapter 1 before the first session.

You might want your registrar to reproduce and distribute page 106 in this guide to the students.

Consulting the Materials Chart on page viii, make sure your classroom setting has a folder for each student and the necessary materials to complete the Activity Sheets.

MATERIALS CHART

In addition to the Activity Sheets for each chapter and a chalkboard or whiteboard, to facilitate teacher planning here is a quick look at the supplies needed for each lesson. Parentheses indicate that the item is optional.

Chapter	Pencils	Scissors & Glue	Crayons & Colored Pencils	Other
1	X		(optional)	
2	X			3 student volunteers
3	X		(optional)	Bible
4		X	(optional)	Bible
5				Textbook, Bible
6	X		(optional)	Textbook
7				Classroom aide if needed; skit assignments copied on separate pages; trash can; four chairs; open area in front of classroom
8	X		X	
9	X		X	Large print of Juan de Juanes's <i>The Last Supper</i> OR Textbook
10			For alternate activity	Stations of the Cross booklets or prayer sheets OR Stations of the Cross coloring pages
11		X	(optional)	
12	X			
13	X		(optional)	
14	X	X	(optional)	
15	X			
16	X			
17	X			
18				
19	X		X	Student folder of completed activity sheets
20	X		(colored pencils optional)	
21	X		X	Textbook; recording of <i>Tantum Ergo</i> ; jewel stickers; (photos of beautiful monstres)
22	X		(optional)	
23	X		(gold/yellow, silver/grey, brown, red, violet, green)	
24			X	



Chapter 1 WHO MADE YOU?

PREPARING FOR CLASS

The students should read the chapter before class, or have their parents read it to them, if possible.

Points to Remember

The Points to Remember on page 7 are a guide to the most important material for the students to retain. Below the points are summarized to highlight their main ideas.

1. Every person is made in the image and likeness of God. We can know and love like him.
2. Holy Communion is the greatest gift from God.

NOTES

Introductory Questions and Answers

Highlight the questions on page 1. You can use them to determine how well the class has comprehended the chapter, either in the beginning of the class or at the end—or both.

- ✦ Why did God make you? He wanted another person to love (p. 2).
- ✦ What do we mean when we say that you are an “image of God”? We can do some of the things that God does—we can know and we can love (p. 3).
- ✦ What is the best gift God gives you on this earth? Jesus in Holy Communion (p. 4).

DURING CLASS

Opening Prayer

Begin class by leading the children in the Sign of the Cross, which they will be learning this week. Offer a spontaneous prayer for the children’s experience this year, and then practice the Sign of the Cross with them again slowly, even a few times.

Opening Activity

1. Have each student introduce themselves by saying a little about themselves.
2. Read the sidebar “Getting to Know the Mass: The Tabernacle” (p. 6) to the class. Ask the students if they know where the tabernacle is in their parish church. Tell them to look for it each time they enter the church.

Presenting the Chapter

Ideas for presenting the main concepts of this chapter:

1. Talk to the students about their birthdays: when they were born and how they celebrate. Then ask them, “Why does your family celebrate your birthday?” Make this an opportunity to discuss why God made them and how much he loves them.
2. Bring a mirror to class. Have the students pass it around and look at their own image. Ask them what

God would look like in a mirror. After a few answers, direct the discussion to the fact that God is spirit and doesn't "look" like anything. But then talk about the fact that we are images of God—not how we look, but how we act.

3. Ask the students what makes them most happy. Have them describe a happy day in the past. Then ask them what "happiness" is. Tell them that God wants them to be even happier than their happiest day. Talk about heaven and how it will be the happiest possible experience for those who go there.

MAIN CLASSROOM ACTIVITY

Materials:

- ☐ Chalkboard/whiteboard
- ☐ Copies of Activity Sheet 1
(see p. 4 of this Presenter's Guide)
- ☐ Pencils or crayons for each student

Discuss the term "love" with the students. This word is used in many ways today, from "I love Jesus" to "I love my dog" to "I love pizza." Talk about what these different uses of the word really mean.

Then, zero in on the use of the word love in its highest, most literal sense. It may help students to think of love as a gift. If we say we love pizza, can we really give pizza a gift? We actually like using the pizza to feed ourselves because it tastes good. Loving our dog is a little different, because we can take care of the dog, which is a gift to the dog. But we can see that our love for Jesus is love in even a truer sense. We can give him the greatest gift—our whole heart. When we love other people, we can also love in the highest sense, because we can want for them what God wants for us. We can love like God loves.

That God loves us means that he:

- wants what is best for us.
- wants us to be happy forever with him in heaven.
- always acts in ways that are for our highest good.

Understanding God's love for us helps us see how we can be like him and how we can love like he does.

Ask the students for examples of how God loves. This may be difficult for them at first. You might

wish to hint that they should think about what gifts he has given us, such as:

- our parents to love and take care of us.
- our priests to give us grace from God.
- our faith so we can know God.
- Jesus coming to earth so we can know more about God.
- Jesus dying on the Cross to take away our sins.

You can list the students' ideas or pictures representing their ideas on a chalkboard/whiteboard.

Now ask the students for examples of how they can love like God loves. You may get some responses like "I love chocolate." Aim to help the children remember the difference between "loving" something for what it can do for you and loving someone to whom your love is a gift.

List the students' best answers on a chalkboard/whiteboard.

Now distribute Activity Sheet 1, "God Loves, I Love." Ask the students to draw a picture under "God loves" that shows one way God loves us. Let them know they are free to use one of the ideas you have written on the board. They might wish to draw their parents, their family, a crucifix, or a church. These are gifts from God that show how he loves us.

Next, under "I love," students should draw a picture of one way they love like God loves. Remind them that God's love is not a way of using something but that it is a gift to someone. They may wish to draw themselves taking care of a younger sibling, hugging their parents, praying, or going to Mass. These are all ways of loving like God loves.

CLOSING ACTIVITY

Read or ask a student to read "Witness of Christ: St. Thomas Aquinas" (p. 8). Discuss in class how St. Thomas Aquinas was a good example for all students and how he can help us as we prepare for First Holy Communion.

WRAP-UP

Assessment

How well have the students comprehended the chapter content? Here are some suggestions to assess their knowledge.

1. Ask the questions from the Chapter Introduction on page 1 (answers can be found under “Introductory Questions and Answers” on p. 1 of this Presenter’s Guide).
2. Ask the students to write down who is present in the tabernacle.

Study Questions and Answers

Questions are found on page 10 of the textbook.

1. Who made you? God made me (p. 2).
2. Why did God make you? Because he loves me (p. 2).
3. What does it mean to say that you are in the image and likeness of God? You can know and you can love (p. 3).
4. How can you be happy with God forever in heaven? By knowing him, sharing in his love, and serving him in this life (p. 4).
5. What is the greatest gift God can give you here on earth? Holy Communion is the greatest gift God can give us here on earth (p. 4).

Homework

1. Assign Practical Exercise #1 (p. 11).
2. Assign an Enrichment Exercise (see below).

Enrichment Exercises

These can be assigned as homework or as an extra activity:

1. With a parent or a classmate, write down all the times during a typical week you might make the Sign of the Cross.
2. “You and Your Parents” (p. 12)—encourage the students to involve their parents as they prepare for First Holy Communion.

Preview of Next Chapter

If time permits, have the class briefly review the Introduction to Chapter 2, “Who is God?” (p. 13). Review the questions at the end of that section and see if the students can answer them.

VOCABULARY

These are reprinted from the textbook (p. 9) as a convenient reference for class discussion and review.

GENUFLECT: To go down on the right knee slowly as a sign of love and respect. (*Introduced on p. 6*)

IMAGE: Something that looks like or a reproduction of something else. (*Introduced on p. 3*)

INVISIBLE: Unable to be seen by the eyes. (*Introduced on p. 3*)

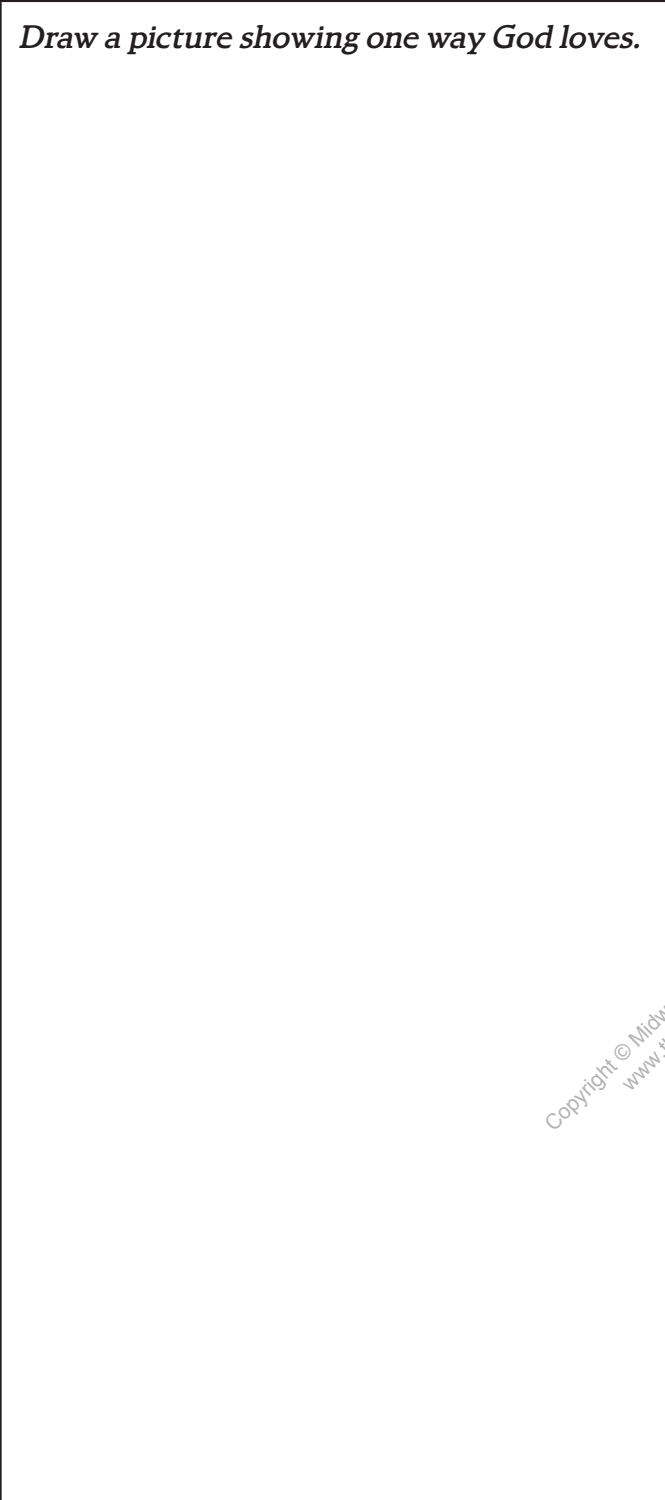
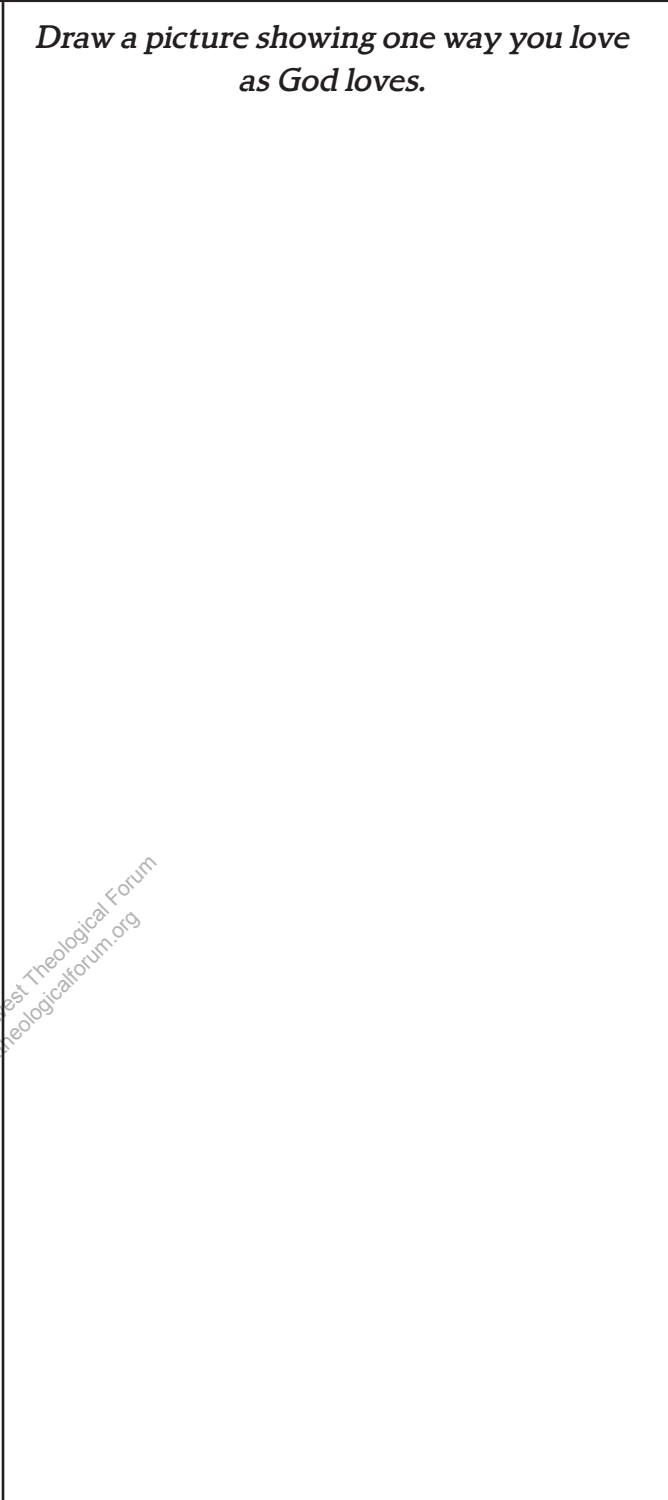
SANCTUARY LAMP: The candle or oil lamp, usually red, near the tabernacle which is kept burning to announce that Jesus is present in the tabernacle. (*Introduced on p. 6*)

TABERNACLE: A decorated box where the Eucharist is kept in every church. (*Introduced on p. 6*)

NOTES

ACTIVITY SHEET 1:
GOD LOVES, I LOVE

Name: _____

GOD LOVES	I LOVE
<p><i>Draw a picture showing one way God loves.</i></p> 	<p><i>Draw a picture showing one way you love as God loves.</i></p> 

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Chapter 2 WHO IS GOD?

PREPARING FOR CLASS

The students should read the chapter before class, or have their parents read it to them, if possible.

Points to Remember

The Points to Remember on page 20 are a guide to the most important material for the students to retain. Below the points are summarized to highlight their main ideas.

1. God is the one creator of all things.
2. God is three Persons in one God: Father, Son, and Holy Spirit.

NOTES

Introductory Questions and Answers

Highlight the questions on page 13. You can use them to determine how well the class has comprehended the chapter, either in the beginning of the class or at the end—or both.

- ✦ **Who is the creator of all things?** God is the creator of all things (p. 14).
- ✦ **What does it mean when we say that God is a “spirit”?** He does not have a body that takes up space, or has color to it. We can’t see him as we see other people (p. 14).
- ✦ **What is the Blessed Trinity?** The Blessed Trinity is the one God in three Persons: Father, Son, and the Holy Spirit. This is a mystery that we cannot fully understand, but we believe it fully because God has revealed it (p. 16).

DURING CLASS

Opening Prayer

Begin with the Sign of the Cross, said slowly. After the words, “In the name...” silently mouth the other words to allow the children to bring the words out of their memory. Offer a spontaneous prayer and conclude with another slow Sign of the Cross.

Opening Activity

1. Review Chapter 1 by asking the students who made them and why they were made.
2. Read the sidebar “Getting to Know the Mass: Liturgical Colors” (pp. 18-19) to the class (or just parts of the sidebar). Ask the students what color they saw at Mass the previous Sunday. Ask what season that means you are currently in.

Presenting the Chapter

Ideas for presenting the main concepts of this chapter:

1. Ask the students what they think God looks like. You might get answers like “An old man,” or “Jesus.” Explain to them that God is a spirit and doesn’t “look” like anything. This means that God is