

# BLESSED BE GOD FOR EVER

## Nurturing children in Holy Communion

A programme prepared by the Children's Committee  
The Church in Wales  
Council for Mission and Ministry



## CONTENTS

Commendation.....	4
Introduction .....	5
1. We gather .....	6
2. We celebrate God's love.....	8
3. We hear the word of God .....	10
4. We pray with the church.....	12
5. We share God's peace.....	14
6. We bring gifts.....	16
7. We offer thanks .....	18
8. We share gifts.....	20
9. We go in God's strength.....	22
Resources.....	24
Liturgies for Admission of Children to Holy Communion.....	25
Contributors .....	28

## COMMENDATION

The decision to allow baptised children to be presented for Holy Communion before Confirmation has been welcomed in many parishes in the Province, though it has not passed without controversy. Some of those who might otherwise have greeted it warmly have had reservations because of the lack up till now of guidance about how young children might be prepared for Communion; some others have doubted whether a child in primary school could effectively be made aware of what Communion involved.

Apart from the fact that none of us can be fully aware of what is mysteriously transacted in Holy Communion, the experience of parishes that have moved in this direction has generally been immensely encouraging: adults have found their faith touched and renewed by seeing the devotion and keenness of children coming to the Table. And in the material that follows, the Province now has a first-class resource for teaching, which makes it plain that the heart of the sacrament can indeed be put in terms that children will be able – in their own measure – to absorb.

It is a pleasure to commend this little book to the parishes, and to thank those who have worked on it with such care and imagination. I hope that it will encourage more churches to consider again how best to welcome the children that Jesus loved and loves into the fullest possible fellowship with him.

*The Most Reverend Doctor Rowan Williams,  
Archbishop of Wales.*

## INTRODUCTION

*Blessed be God for ever* is a programme, which may be used by clergy and children's leaders to nurture baptised children in preparation for Admission to Holy Communion, prior to Confirmation. The course might also be appropriately integrated into a programme of ongoing Christian nurture of children in our churches. The intention in writing this course, is to produce a programme, which is flexible, practically based, thematic, appropriate for use among young people between the ages of eight and eleven and rooted in the experience of children themselves.

The course is composed of nine units, which focus loosely on the headings for the Eucharist in *An Alternative Order for the Holy Eucharist* (1994). Each unit is composed of six sections: *theme, context, aim, objectives, bible focus and activities*.

### THEME

A concrete theme, which is based on the child's experience, is identified for each unit and this becomes the focus for the learning in that unit.

### CONTEXT

Each theme is linked to a specific event in the Eucharist service, which is intended to be the underlying focus for the unit.

### AIM

This sets out what the unit should achieve and specifically what children should gain from it.

### OBJECTIVES

The learning outcomes for the unit are clearly identified to enable the leader to check that these are achieved, by the end of that unit.

## BIBLE FOCUS

Two passages from the bible have been selected to place the specific aspects of each theme in their biblical context.

## ACTIVITIES

Through experiencing the activities, children should be enabled to explore the theme. To achieve flexibility, a wide range of activities has been provided so that the leader can select those most appropriate to the age, maturity and interests of the group. The time scale is left to the leader who might spend one or two weeks on each unit, depending on the activities and the contact time with the group. It is anticipated that the activities might be incorporated into the Sunday worship of the local church. The activities, which are practically based, fall into three categories: *things to create and do, prayer ideas, songs and hymns*.

### Create and do

The wide range of practical activities includes crafts, research, dressing up, acquiring skills, story, dance, and drama.

### Prayer ideas

Introducing the children to various forms of prayer may conclude each session quietly. Some units provide several alternatives from which to choose, whereas others do not. For each prayer time, it is suggested that there should be a *stilling focus* composed of a *candle, bread and wine*, to reinforce the ethos of the entire course. Some of the crafts created in each unit may also become part of this stilling focus.

### Hymns and songs

A selection of appropriate English and Welsh hymns and songs is provided at the end of each unit. Details of the sources may be found in the resource list published at the end of the booklet.

# 1. We gather



## THEME

Getting ready.

## CONTEXT

The first part of the Eucharist is a rite of gathering or preparation. Children see the president greet the people and they see the people greet the president. Once this has happened the service is ready to start.

## AIM

To help the children feel part of the whole congregation from the start of the service.

## OBJECTIVES

- to see how we prepare for a service of Holy Communion;
- to get to know the president and the people;
- to introduce ourselves to the president and the people;
- to feel part of the whole congregation.

## BIBLE FOCUS

Exodus 28: 1-43.

1 Corinthians 12: 12-30.

## SUGGESTED ACTIVITIES

### Create and do

- Learn how to prepare the altar.
- Dress up in vestments
- See how the various people prepare for the service: *priest, sacristan, servers, bell-ringers, organist, choir, wardens, sidespeople, cleaners, flower arrangers, vergers.*
- Prepare a photographic display, a frieze or an altar frontal depicting the various people doing their jobs.
- Devise a dance to symbolise how all are brought together through the Eucharist.

### Prayer ideas

For the *stilling focus* provide a lighted candle, loaf of bread or a bread roll and a bottle of wine. Concentrate on preparing to pray. Talk quietly. To whom are we speaking? What gifts does he give us? Enjoy the *candle flame* – its colours, shape, and the light, which reminds us that Jesus, is the light of the world. Look at the *bread* and the *wine*. Think about the people who produce it and God who creates the wheat and grapes and gives us the weather to help it grow. Leave gaps as you speak and build up towards a prayerful silence. Finish with the *Lord's Prayer*.

**Suggestions for dance movements**

First work out a movement which symbolises this togetherness (for example standing in a circle with hands joined and arms raised) and a place for this to happen (the centre of the room or around the altar). Next ask the children to space themselves out round the edges of the room or corners of the church to perform isolated dance movements. Explain that you will beat a drum 5 times.

At the first drum beat they are to begin to move closer and to look at each other and copy each other's movements. At the second drum beat, they should move together into large circles, dancing on the spot. At the third drum beat they hold hands and side step clockwise. At the fourth drum beat, they move into the centre with raised arms and remain together, still, until the final drum beat. Practise this with appropriate music.

**Hymns and Songs**

As we are gathered (MP 38)

Dewch i dŷ fy nhad (MGC 88)

Jubilate everybody (JP 145 / MP 394)

Jubilate, Jubilate (CFf 58)

We have come into his house (MP 729)

Af i mewn i byrth fy Nuw (CFf 52)

Be still, for the presence (MP 50)

Distewch, cans mae presenoldeb (CFf 600)

This is the day (MP 691)

Hwn yw y dydd (CFf 51)

## 2. We celebrate God's love

### THEME

Welcome.

### CONTEXT

The words of absolution at the opening of the service assure us of God's continuing love and forgiveness. The great hymn of praise in the Gloria celebrates our confidence in the love of God.

### AIM

To help the children experience God's acceptance and love.

### OBJECTIVES

- to learn to feel welcome in the service;
- to receive God's forgiveness and love;
- to confess our sins as a response to God's welcome.

### BIBLE FOCUS

John 21: 15-22.

Luke 15: 11-32.

### SUGGESTED ACTIVITIES

#### Create and do

- Leader welcomes each child. Children become accustomed to welcoming each other in a directed way or freely, as appropriate.
- Compose a collage of pictures of people being welcomed.
- Make cards with words or letters depicting

a statement of confession, for example, *Jesus we are sorry.*

- Make lollipop banners with one side depicting a sad face and the other a smiley face to hold up at the Confession and Gloria.
- Make flags, streamers or banners of praise to express our joy in receiving God's forgiveness and love to wave during the Gloria.
- Devise role-play situations, which involve everyday moral situations in which people make up after a quarrel. Talk about why we need God's forgiveness.

#### Suggestions for Role Play

- Robert and Sian, brother and sister, want to read the same book and quarrel;
- Huw eats all the chocolates and there are none left for the others;
- David teases Rowena and there is a fight;
- Joan spills paint in the classroom and blames it on Barry
- Toni refuses to help set the table for dinner when mum is very busy.

#### Prayer ideas

For the *stilling focus* provide a candle, bread, wine and a large bowl full of water coloured with black food colouring. Give each child a



small pebble to hold. As they focus on the candle, ask the children to explore the texture of the pebbles they hold.

- Ask them to think of something they have done, which upset someone or something they could have done to help and did not, and to tell God that they are sorry. Remind them that God loves them whatever happens and God will forgive them.
- Invite them, one at a time, to drop the stone into the black water so that it disappears. (It might be appropriate for this activity to be conducted out of doors.)
- Finish by reading Psalm 150 or by singing the Peruvian Gloria.

### Hymns and Songs

I am a new creation (MP 254)

Da yw Duw (CFf 231)

Jesus' love is very wonderful (JP 139)

Cariad Crist sydd yn rhyfeddol (CFf 412)

Peruvian Gloria (BBP 49)

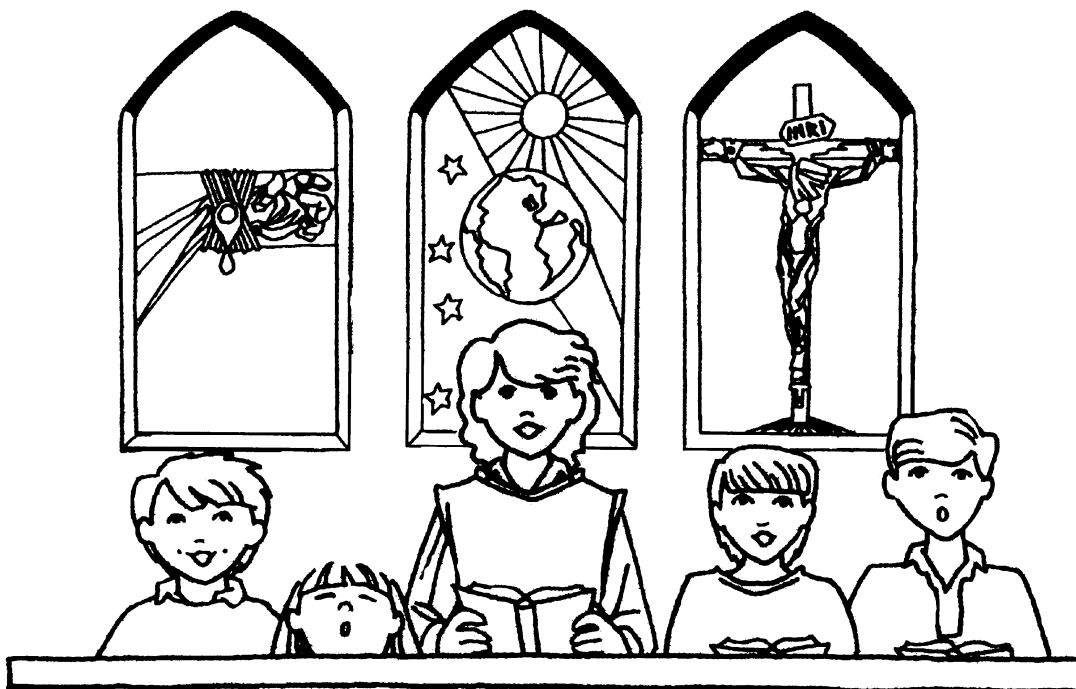
Peruvian Gloria (GGB 49)

Joy is the flag (JP 144)

Mae Cariad Iesu yn llanw 'myd (CFf 410)

God forgave my sin (MP 181)

Duw faddeuodd im (CFf 424)



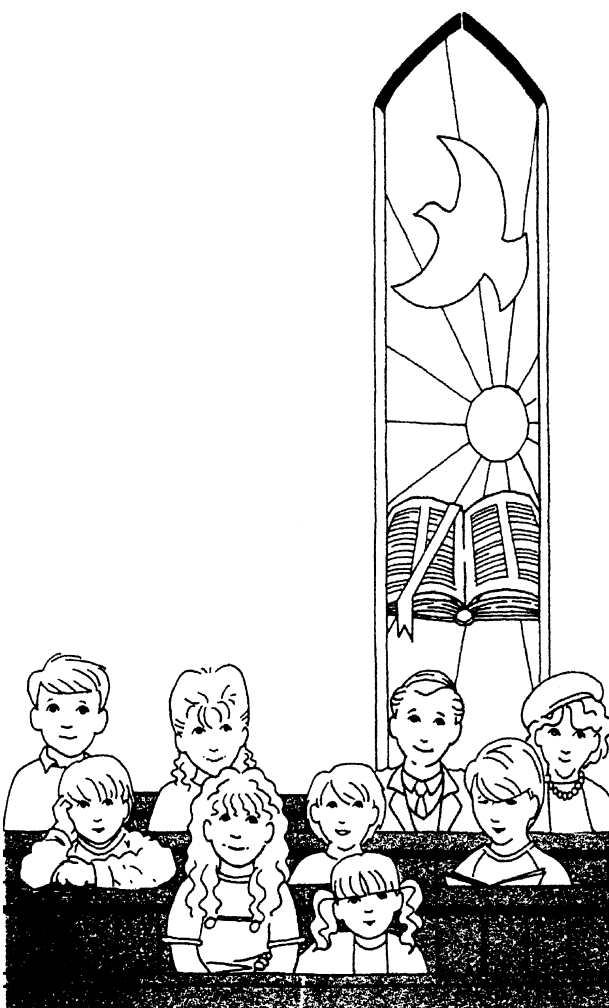
### 3. We hear the word of God

#### THEME

Our story, God's story.

#### CONTEXT

In the ministry of the word the children see the special place given to the story of God's work in history. They see how God's story illuminates our individual stories.



#### AIM

To help the children experience the special place of the bible in the lives of God's people.

#### OBJECTIVES

- to recognise God's story in the bible;
- to see how Christians respect God's story;
- to see how our story is shaped by God's story.

#### BIBLE FOCUS

Matthew 4: 1-11.

Luke 4: 16-30.

#### SUGGESTED ACTIVITIES

##### Create and do

- Introduce younger children to the bible as a special holy book, which is valued and respected. Hear stories read from the bible.
- Learn how to find bible references.
- Devise a parachute game to portray a bible story, for example Moses crossing the Red Sea or Jesus stilling the storm.
- Compile a passport portraying our story and a character from a Bible story, for example Paul, Peter or Moses.
- Write a journal or scrapbook, which will be used to follow the children's journey towards receiving Holy Communion.
- Allow the children to use the lectern and pulpit to practice reading the scriptures aloud.

##### Prayer ideas

For the *stilling focus* provide a candle, bread and wine. Then choose one of the following activities,

- Write *Footprint Prayers* to place around the stilling focus (Draw around the children's feet onto brightly coloured card and cut out the footprints, onto which they can write

their own prayers). During the quiet time focus on God's story in the bible and our story through reading their *Footprint Prayers*.

- Use an *Ignatian Meditation*: ask each child to imagine that he/she is the child who provided the loaves and fishes for the feeding of the five thousand (Alternative passages which include children are: the procession into Jerusalem on Palm Sunday (Matthew 2: 1-11); Samuel in the temple (1 Samuel 3: 1-10); The boy Jesus in the temple (Luke 2: 41- 51); Joseph sold into slavery (Genesis 37); David and Goliath (1 Samuel 17); Jesus taking a child - who is the greatest in the kingdom of God (Mark 10: 13-16; Matthew 19: 13-15; 18: 3; Luke 18: 15-17).

### **Suggestions for reading scriptures**

Try experimenting with different ways of reading, perhaps using

- choral speech;
- dramatic parts;
- use readings from the Dramatised Bible.

### **Hymns and Songs**

Tell me the stories of Jesus (MP 629)

Diolch i ti yr Hollalluog Dduw (CFf 49)

Seek ye first (MP 590)

Ceisiwch yn gyntaf (CFf 274)

Go tell it on the mountain (CP 24)

Dos, dywed ar y mynydd (CFf 476)

Open our eyes, Lord (MP 545)

Agor ein llygaid (CFf 425)

Hallelu hallelu (JP 67)

Halelwia, halelwia, rhoddwn ddiolch i'n

Harglwydd Dduw (CFf 408)

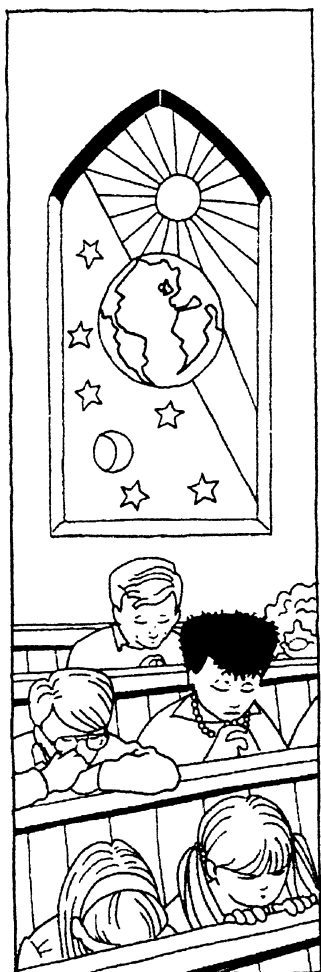
## 4. We pray with the church

### THEME

People everywhere.

### CONTEXT

After sharing in the ministry of the word the children are invited to join God's people throughout the world in intercession and thanksgiving.



### AIM

To help the children experience being part of God's praying people throughout the world.

### OBJECTIVES

- to feel part of God's people world-wide;
- to stand alongside people doing different jobs;
- to stand alongside people living in different places;
- to share in God's concern for people everywhere.

### BIBLE FOCUS

Matthew 25: 31-45.

James 5: 13-16.

### SUGGESTED ACTIVITIES

#### Create and do

- On a map of the world, highlight trouble spots, for example Middle East, places of significance to the children (family ties, holidays), missionary links, disasters in the news, where our food comes from. Use some Christian Aid materials.
- Look at the Anglican Cycle of Prayer and find the places on a map or use the Internet ([www.anglicancommunion.org](http://www.anglicancommunion.org)) to make a virtual tour of the Anglican Communion.
- Prepare a display for prayers, in the form of a mobile, cube, net, or tree.
- Make national flags of countries within the Anglican Communion.
- Use the flags to devise a dance, which begins emphasising disunity and differences, and concludes by emphasising unity and friendship.

### Suggestions for a flag dance

One way to do a flag dance is by beginning with people spaced at random intervals around the room, waving flags in different ways, at different heights. By the end of the dance the participants could all be standing in a circle, waving their flags together in such a way that all can be seen equally.

### Prayer ideas

For the *stilling focus* provide a candle, bread, wine and a display of prayers or flags. Then choose one of the following activities,

- If prayers have not been written already, prepare cut-out hexagon shapes on which the children can write prayers for the world. You may ask the children in turn to read their prayers and then place them around the stilling focus to make a honey comb.
- Make a *Prayer Wheel* with two paper plates joined by a butterfly clip. The top plate should have a hole cut out of one-quarter. The bottom plate should be divided into quarters and magazine pictures pasted onto each quarter.
- Place the map of the world, on the floor, then invite each child silently to place a jar containing a lighted nightlight onto the country for which they would like to pray.

### Hymns and songs

O what a wonderful world (BBP 47)

Mae'r Arglwydd yn cofio y dryw (CFf 157)

Loving Jesus we will thank you (BBP 6)

Annwyl Iesu diolch i ti (GGB 6)

Have you seen the pussy cat (JP 72)

Meddwl am fyd heb flodyn (CFf 869)

All over the world (MP18)

O dyna braf yw'r byd (GGB 47)

He's got the whole world (CP 19)

Glas, Glas Blaned (GGB 62)

## 5. We share God's peace

### THEME

Hands and friends.

### CONTEXT

Before the gifts of bread and wine are brought to the altar the children see the congregation sharing the peace one with another, usually by exchanging a hand shake.

### AIM

To help the children experience being part of the community which has extended and received forgiveness.



### OBJECTIVES

- to feel at peace with the other worshippers;
- to explore how hands signal peace and friendship;
- to appreciate being among friends.

### BIBLE FOCUS

Leviticus 19: 15-18.

Mark 7: 31-37.

### SUGGESTED ACTIVITIES

#### Create and do

- Look at ways of greeting one another in different cultures.
- Make handprints in air-dry clay.
- Make friendship bracelets.
- Make *Jesus is our friend* badges.
- Make prayer hands - write prayers for their friends on a hand shape.
- Talk about *What I would want in a friend* and create a poem called *Friendship*, using either single words, phrases or sentences beginning *Friendship is . . .*

#### Prayer ideas

For the *stilling focus* provide a candle, bread and wine. Then choose one of the following ideas,

- Place poems, prayer hands etc around the stilling focus, then go into the quiet time, focussing on hands.
- Make a *Prayer Web* – whilst praying for a friend, a child holds the end of a ball of wool. Then, still holding the end, the child rolls the ball of wool across the circle to someone else. This process is repeated to form a web.

**Further suggestions for drama**

- In small groups of two or three, work out simple pieces of mime or tableaux to go with all or part of the poem.
- Develop a role-play and simple mime for the different ways in which we use our hands in daily lives. The rest of the group has to guess what activity with hands is being mimed out.
- Devise dance or appropriate actions to *When the Spirit of the Lord is within my heart* or another appropriate hymn.

**Hymns and songs**

The peace of God (BBP 57)

Tangnefedd ein Duw (GGB 57)

Let there be love shared (MP 411)

Yn fy nghalon rhoddodd Iesu (CFf 415)

Jesus' hands were kind hands (JP 134)

Dwylo ffeind oedd dwylo Iesu (CFf 372)

Bind us together (MP 54)

Clyma ni'n un (CFf 626)

Hévénu shalom aléchem (MP 231)

Gorchymyn newydd (CIA 91)

## 6. We bring gifts

### THEME

Bread and wine.

### CONTEXT

Having made peace one with one another the children see the people of God bring their gifts of bread and wine to the altar.

### AIM

To help the children explore the rich symbolism of the bread and wine in the Eucharist.

### OBJECTIVES

- to appreciate the importance of bread and wine;
- to see behind the wheat and grapes the processes of nature;
- to see behind the wheat and grapes the work of human hands;
- to see the bread and wine as our own gift.

### BIBLE FOCUS

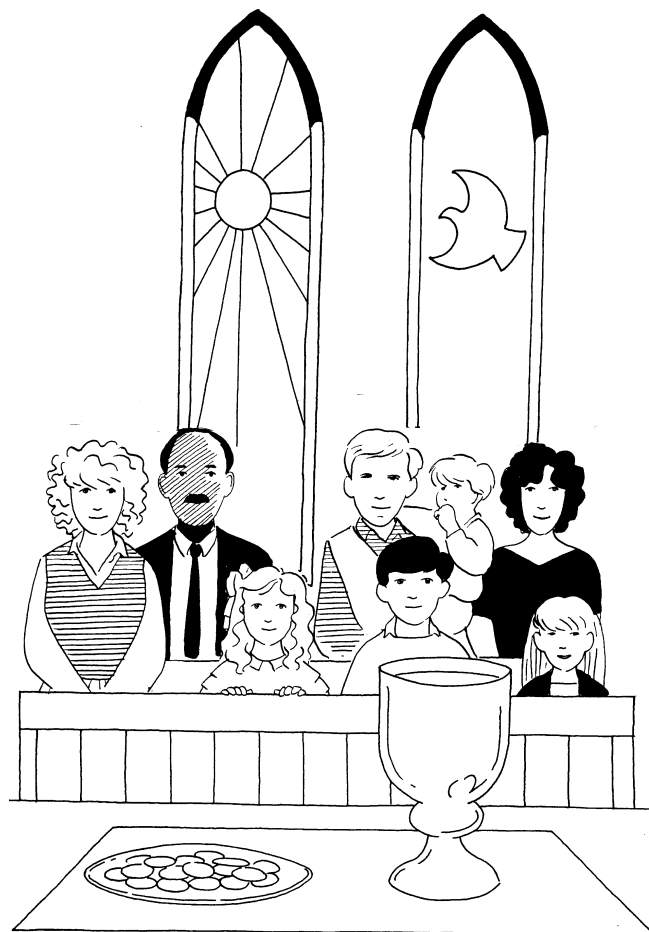
1 Chronicles 29: 10-13.

1 Corinthians 10: 16-17.

### SUGGESTED ACTIVITIES

#### Create and do

- Discuss with children what they would bring to the altar to present to God.





- Take part in an offertory procession.
- Make bread and/or wine.
- Taste different types of bread.
- Develop a dance to tell the story of a loaf of

### Suggestions for a dance

Include sowing the seed, the growing grain, harvesting the corn, grinding the flour, kneading the dough, baking the bread. Bring the dance to a climax with the bread being used in a feast and in the Eucharist.

bread.

### Prayer ideas

For the *stilling focus* provide a candle, bread and wine.

During a quiet time, sitting around the stilling focus, pass around the bread and allow the children to touch and smell it, without eating it, while the following prayer is read:

Be gentle  
 When you  
 Touch bread.  
 Let it not lie  
 Uncared for,  
 Unwanted  
 So often bread  
 Is taken for granted.

There is such beauty  
 In bread,  
 Beauty of sun and soil,  
 Beauty of patient toil.  
 Wind and rain have caressed it,  
 Christ often blessed it.  
 Be gentle when you touch bread.

(Anon) No. 132 in *Flowing Streams*

### Hymns and Songs

Blessed be God (CH 410)

Tu ôl i'r dorth (HB)

I am the bread of life (MP 261)

Iesu ddywedodd, "Fi yw y bara" (CFf 420)

In bread we bring you (CH 135)

Arglwydd Iesu Grist (CFf 427)

All that I am (CH 11)

Torrwn fara ar ein gliniau (CFf 671)

Let us break bread together (MP 414)

Deuaf atat, Iesu (CFf 374)

## 7. We offer thanks

### THEME

Our story, Jesus' story.

### CONTEXT

After the bread and wine have been offered the children hear the president tell of Jesus' last supper, death and resurrection. Jesus' story gives new meaning to the bread and to the wine.

### AIM

To help the children appreciate the link between the bread and the wine and Jesus' story.

### OBJECTIVES

- to listen to what Jesus did at the last supper;
- to know how Jesus took bread, blessed, broke and shared it;
- to stand alongside the disciples at the Last Supper.

### BIBLE FOCUS

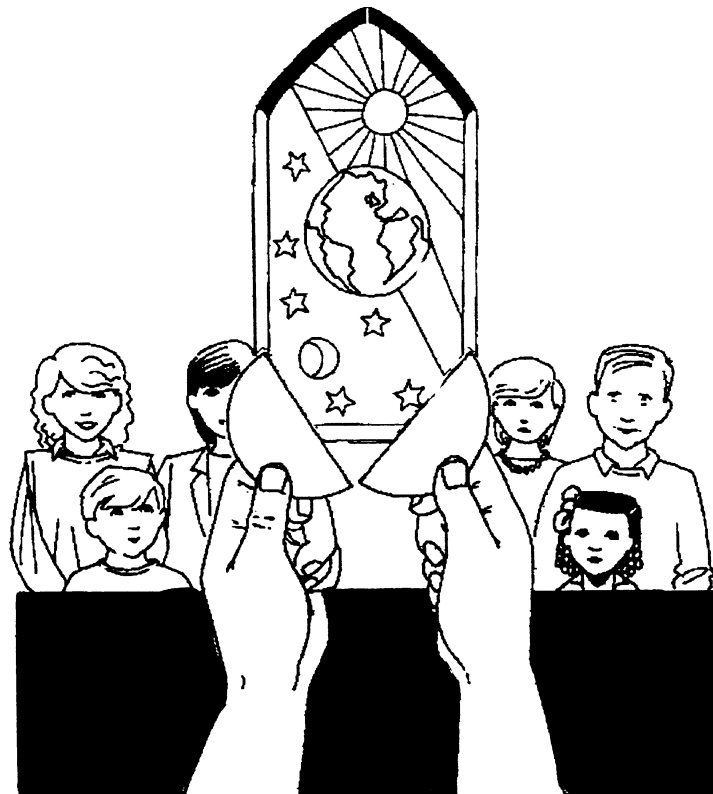
Mark 14: 22-25.

1 Corinthians 11: 23-26.

### SUGGESTED ACTIVITIES

#### Create and do

- Talk about why it is special to sit down around a table to have a meal with family and friends.
- Tell the story of the Passover and Jesus' new meaning for it – the Lord's Supper as the new covenant, a new agreement between God and God's people.



- Make a model of the Last Supper (Read the words Jesus used at the Last Supper).
- Make clay models of the altar and vessels.
- Act out the story of the Last Supper.
- Have an Agape Supper. (There are excellent descriptions of a passover in *Feast of Faith and Bread and wine people*).

### Prayer ideas

For the *stilling focus* provide a candle, bread and wine. Place a Cross and the model you may have made at the stilling focus. Alternatively have a bowl of water and a towel. Sit around the stilling focus, quietly read the story of the Last Supper from a children's version of the bible and finish by reading the following prayer, slowly:

It was all very simple.  
 Jesus took a towel and a bowl of water.  
 He knelt down,  
 And washed the feet of his friends.  
 They never forgot what he did.

They wanted to know what it meant to be great,  
 So he showed them.  
 Not bossing people about,  
 But caring and helping and serving.  
 He took a towel and a bowl of water  
 And he taught them about love.  
 No. 64 *When you pray with 7-10s*

### Hymns and Songs

Give thanks with a grateful heart (KS 68)

Iesu yw'r Iôr (CFf 400)

Thank you Jesus (JP 235)

Diolch, diolch, Iesu (CFf 147)

Love is his word (CH 185)

Cofia bob amser (CFf 145; GGB 1)

An upper room (CH 399)

Diolch iti, Iôr, am ddiwrnod braf (CFf 150)

Thank you for giving me (CH 298)

Diolch am roddi i mi'r bore (CFf 125)

## 8. We share the gifts

### THEME

Picnic time.

### CONTEXT

After leaving Jesus' story, the children see the people invited to share in the bread and wine. They are invited to stand alongside the five thousand people fed in the desert place, the twelve disciples fed at the Last Supper, the two disciples on the Emmaus road, and the countless generations of Christians each time the Eucharist is celebrated.

### AIM

To help the children feel part of the people of God who share the Lord's banquet.

### OBJECTIVES

- to see the link between communion and the Lord's banquet;
- to enjoy being part of the Eucharistic feast;
- to be ready to share in the bread and wine.

### BIBLE FOCUS

Luke 24: 28-34.

John 6: 1-13.

### SUGGESTED ACTIVITIES

#### Create and do

- Practice receiving bread and wine in church.
- Make teddy bear masks to share a picnic.
- With younger children, use the masks to devise a dance to the children's song Teddy Bears Picnic.

- Read a dialogue between the two disciples at Emmaus, talking about what happened on the road and when Jesus broke bread, written in the form of *Iona books* "Eh, Jesus. Yes Peter"
- Use the word search on the story of *The road to Emmaus*, below.

S	U	P	P	E	R	K	N	E	W	B
C	L	L	E	T	L	E	E	M	A	S
R	M	A	S	T	E	R	S	O	L	S
I	E	M	M	A	U	S	I	H	K	E
P	D	B	E	S	S	O	R	C	C	T
T	B	R	O	K	E	T	A	L	L	O
U	G	J	E	R	U	S	A	L	E	M
R	O	B	R	E	A	D	Y	D	O	B
E	E	R	H	T	D	H	A	P	P	Y
S	A	S	E	V	E	N	F	D	A	S
O	L	R	E	G	N	A	R	T	S	R
E	I	M	I	H	V	S	U	S	E	J
E	V	D	I	S	C	I	P	L	E	S
N	E	V	E	L	E	N	E	E	S	R

CLEOPAS and his friend were walking from JERUSALEM to EMMAUS. It was a WALK of SEVEN miles. A STRANGER asked them why they looked so SAD and joined them. They told him how JESUS, their MASTER, had been put to death on the CROSS and was buried in a TOMB. THREE days later, some of the women had gone to the tomb and found that his BODY had gone. The stranger explained to them how the SCRIPTURES had told that this would happen. When they reached HOME, it was getting LATE and they asked the stranger in for SUPPER and as he BROKE the BREAD they KNEW it was Jesus. As they recognised him, Jesus disappeared. But they were so happy that they ran back to Jerusalem to TELL the ELEVEN DISCIPLES that Jesus was ALIVE. Jesus was RISEN and they had SEEN HIM.

*When you have found all the words, try to make a message from the letters you have left.*

**Prayer ideas**

For the *stilling focus* provide a candle, bread, and wine. Whilst sitting quietly, pass around pieces of bread for each child to eat as gentle music is played and/or images of the Last Supper are projected. The following prayer may be read

Lord Jesus you took the bread and wine,  
Saying, 'Take these and remember . . .'  
Remember the life that God provides  
Through bread and wine,  
Through the gifts of the earth.  
Remember the life that God gave up,  
Like broken bread,  
Through the gift of his Son.  
Remember the life that God still gives,  
Through bread and wine.  
Take these and remember.

No.66 *When you pray with 7-10s*

**Hymns and Songs**

From hand to hand (BBP 55)

O law i law (GGB 55)

Here's a party (BBP 56)

Dyma barti (GGB 56)

Come on and celebrate (MP 99)

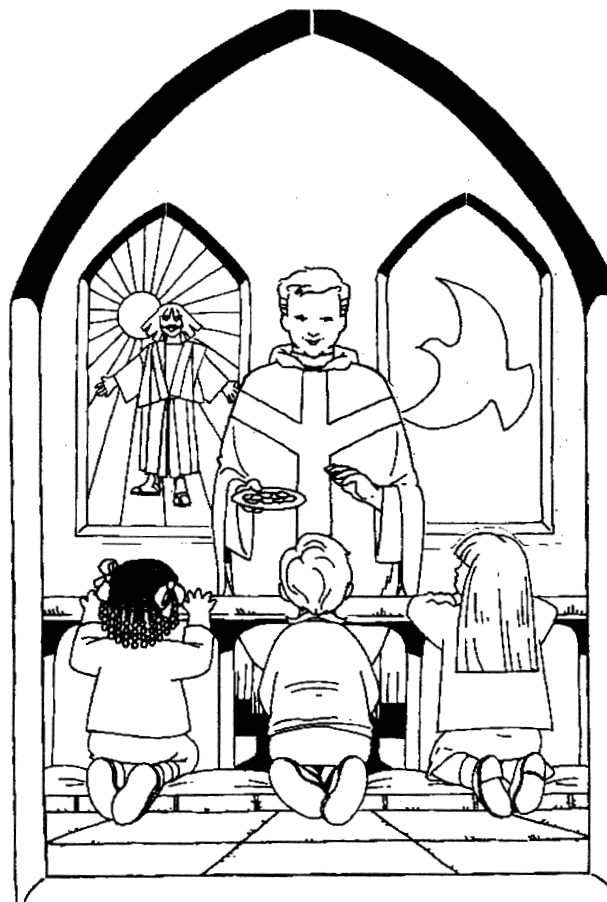
Braf yw bwyta (GGB 80)

The trumpet sounds (MP 667)

Dyro gân dan fy mron (CFf 397)

Give me oil (MP 167)

O, O, O, mor dda yw ein Duw (CFf 158)



## 9. We go in God's strength

### THEME

Off we go.

### CONTEXT

When the communion of the people is concluded, the president sends us all out to live our lives in God's service and God's praise. The communion prepares us for life.

### AIM

To help the children see the link between Holy Communion and life.

### BIBLE FOCUS

Matthew 28: 16-20.

Acts 2: 1-13.

### OBJECTIVES

- to see how we go out from the Eucharist with joy;
- to experience that joy in our daily lives;
- to spread the joy of God's kingdom in our world.



## SUGGESTED ACTIVITIES

### Create and do

- Make pictures/banners for a procession, using colours which reflect joy and happiness.
- Make a poster advertising the Eucharist service, when they will receive Holy Communion for the first time.
- Make invitations to invite friends to their first communion.
- Make cardboard footprints with happy and joyful words on them and place in the aisle leading out of church.
- Devise and plan a liturgical dance to the song, *You shall go out with joy*.

### Prayer ideas

For the *stilling focus* provide a candle, bread and wine. Then use the following act of prayer,

- Invite the children to write prayers for help in living the Christian life and make paper aeroplanes of them, sending them out like arrow prayers across the room, then gathering them together around the stilling focus.
- Light the candle of the stilling focus and ask each child to place a jar with a lighted nightlight around it, symbolising the light of Jesus shining in its own lives.
- Finish by saying *The Grace*.

### Hymns and songs

Come on, let's get up and go (JP 31)

Gad i mi, Iesu cu (GGB 5)

You shall go out with joy (MP 796)

Dad dy gariad yn glir ddisgleiria (CFf 228)

One more step (JP 188)

Un cam bach (CFf 800)

Go, go, go into the world (KS 19)

O am gael byw i Iesu Grist (CFf 405)

I'll go in the strength of the Lord (SP 329)

Mi benderfynais i ddilyn Iesu (CFf 798)

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## HYMN BOOKS WITH ABBREVIATIONS

- BBP *Big Blue Planet* (Stainer and Bell 1995)
- CFf *Caneuon Ffydd* (Gwasg Gomer 2001)
- CIA *Canwch i'r Arglwydd* (Church in Wales Publications 1990)
- CP *Come and Praise* (BBC Publications 1988)
- GGB *Glas Glas Blaned* (Cyhoeddiadau'r Gair 1995)
- JP *Junior Praise* (Marshall Pickering 1996)
- KS *Kidsource* (Whitaker 1999)
- MGC *Mwy o glap a chân* (Y Lolfa 1998)
- MP *Mission Praise* (Marshall Pickering 1992)
- SP *BBC Songs of Praise* (Oxford University Press 1997)

## CASSETTE

- HB Caset Fflach - *Hwiangerddi i blant*



## LITURGIES FOR ADMISSION OF BAPTISED CHILDREN TO HOLY COMMUNION

### LITURGY 1

*The liturgy takes place after the Peace in place of the Offertory or preparation of the gifts. It is recommended that the children to be admitted to Communion are invited to bring bread and wine and to stand with the President in front of the altar.*

Reader *Jane and John* have been baptised in water. They have worshipped with us. They have watched as the bread is being broken and as the wine is being shared. They have listened to readings from the bible. They have learned about prayer. Today they are going to receive Holy Communion for the first time.

President *Jane and John* we welcome you in Jesus' name to receive Holy Communion with us.

Congregation **We welcome you** (*applause*).

President *Jane and John* you bring bread for the people of God.

Congregation **This is our gift.**

President Blessed are you, Lord God of all Creation.  
Through your goodness we have this bread to offer, which

earth has given and human hands have made.

It will become for us the bread of life.

Congregation **Blessed be God for ever.**

President *Jane and John* you bring wine for the people of God.

Congregation **This is our gift.**

President: Blessed are you, Lord God of all Creation.

Through your goodness we have this wine to offer, fruit of the vine and work of human hands.

It will become the cup of our salvation.

Congregation **Blessed be God for ever.**

### LITURGY 2

*The liturgy takes place directly before the peace, that is, after the intercessions and prayer of humble access in the alternative rite (Church in Wales 1994).*

President Jesus is the true vine who gave his life on the Cross for us and for the whole world; he is the living bread who rose again from death to give us eternal life. From today, you will share with God's people the great feast of his love - the bread and wine which are the body and blood of our Lord Jesus Christ, given for you.

NN., as God's people, we welcome you on this special day.

We have all been growing together in the Christian faith; learning about our Lord Jesus Christ; about his life, death and resurrection; and about how we follow him every day of our lives.

NN., as you continue to love God, follow Jesus and live the Christian life, do you wish to receive Holy Communion?

Children **Yes I do.**

President Parents and Sponsors, will you support these children as they grow in the Christian faith and encourage them, when they are ready, to be confirmed by the Bishop?

Parents and Sponsors **Yes we will.**

President People of God, these children are members together with us of the Body of Christ. Will you pray for them, support them and encourage them on their Christian pilgrimage?

Congregation **Yes we will.**

President NN., in Jesus' name, we welcome you today to the Sacrament of Holy Communion.

Congregation **We welcome you.**

President Lord Jesus, our Good Shepherd, we thank you for the life and joy NN. bring to our worship. Guide and care for them and their families as they grow in knowledge and love, worship and service, and bring your life to the world. May they know your risen presence in this Sacrament of Holy Communion and in their daily lives, and strengthen us all to love and serve you, now and for ever. **Amen.**

### **The Peace**

President Blessed are those who make peace; they shall be called God's children.  
The peace of the Lord be always with you

Congregation **And also with you.**

(Let us share with one another a sign of God's peace)

*The Eucharist continues as usual.*

*The children bring the bread and wine to the altar at the Offertory.*

### **NOTES**

1. This liturgy is intended to focus on welcome, rather than initiation, and to help the children feel confident, and relaxed about receiving Holy Communion, whilst being aware of the solemnity of the occasion.
2. Every child is a member of the community of faith and the contribution of all - those

who receive and those who do not yet receive Holy Communion - should be affirmed.

3. Parents and Godparents and/or Sponsors should be involved throughout the preparation process and should be encouraged to continue their support of the children as their faith develops.
4. It is particularly important that the congregation understands what is happening and is willing to affirm and pray for the children.
5. The service at which the children are welcomed to Holy Communion should be appropriate for children. Where possible, the music should be familiar to them and the sermon, readings, intercessions and eucharistic prayer should be accessible to their age group.
6. If desired, a link may be made with Baptism through the children holding their lighted baptismal candles during the Creed.
7. Certificates may be given at the Peace or after the service. The children's name should be recorded in the parish register.
8. Although the welcome to Holy Communion is done by the authority of the Bishop, it should normally only be presided over by the Parish Priest, to avoid comparison with Confirmation.
9. Project work undertaken by the children during their preparation could be used and/or displayed during the service.

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(Inside cover)

*Blessed be God for ever* is a programme, which may be used by clergy and children's leaders to prepare baptised children for Admission to Holy Communion, prior to confirmation. The course might also be appropriately integrated into a programme of ongoing Christian nurture of children in our churches.

The course is composed of nine units, which focus loosely on the headings for the Eucharist in *An Alternative Order for the Holy Eucharist* (Church in Wales 1994). It is flexible, practically based, thematic, appropriate for use among young people between the ages of eight and eleven and rooted in the experience of children themselves. A wide range of practically based activities has been provided and it is anticipated that they might be incorporated into the Sunday worship of the local church.

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