**Aid to the Church in Need**

**Advent 2023**

**‘BE A GIFT THIS ADVENT’**

Schools will be able to make use of this suite of materials to support teaching about Advent across the primary age range and to prepare the community for engagement with the season. The materials are designed to support other curriculum materials that you may be using and can be dipped into at relevant points. The materials form a learning sequence over time which you may decide to split into several different lessons. They also include a series of weekly liturgies that can be used alongside the learning sequence or on their own.

**1.0 Aims:**

**Through exploring these materials, pupils will:**

* Explore scripture in relation to Advent and use it to prepare personal actions.
* Explore how the signs, symbols and liturgical practices of the Church during the Season of Advent can aid our personal preparation.
* Make links between scripture, Church teaching, liturgy & life.
* Be able to prepare themselves to participate in the Season of Advent.
* Understand the work of ACN in the Middle East to support Christians and to build the foundations for peace.
* Explore Catholic Social Teaching in action through the work of ACN.
* Engage pupils with fundraising and prayer to support the work of ACN.

**2.0 Catholic Self-Evaluation Document - Evidence**

Through using the materials provided in “Be a gift this Advent”, school leaders will be able to provide evidence to support judgements in the following aspects of the Catholic Self-Evaluation Document (CSED):

**Catholic Life and Mission (CLM)**

CLM 1.3 Moral Development

CLM 1.4 Catholic Social Teaching

CLM 1.6 Chaplaincy

CLM 2.8 Chaplaincy

**Religious Education (RE)**

RE 1.3 Religious literacy

RE2.6 Spiritual and moral development

RE 2.7 Variety & resources

RE 3.7 Enrichment

**Collective Worship (CW)**

CW 1.2 Variety and liturgical year

CW 1.5 Impact

CW 2.1 Centrality

CW 2.3 Richness of tradition

CW 2.4 Use of scripture

**3.0 ‘To know you more clearly’: Religious Education Directory (RED) Links**

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils’ understanding of the story of salvation, developing a common language,

and exploring the ‘memory of the Church’ and her teachings and how these have formed part of the history of ideas in the development of humanity. The structure invites teachers to expose students to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity’s divine and human drama and its significance for humankind.” ***(RED: To Know You More Clearly, 2023)***

The materials produced by ACN do not aim to cover the full progression and understanding required by the RED in its spiral curriculum. However, they do aim to supplement and enhance this learning. End of phase Age Related Expectations, that link to this learning are listed below.

**Knowledge Lenses**

The RED identifies six knowledge lenses which detail what should be known by the end of each age-phase.

The six knowledge lenses are Hear, Believe, Celebrate, Live, Dialogue & Encounter.

‘Be a gift this Advent’ focuses on five of these lenses: Hear, Believe, Celebrate, Live & Dialogue

**Expectation Ages 5-7**

**Hear**

U1.2.1 Recognise that, for Christians, the Christmas story reveals God’s love by sending Jesus his Son.

U2.2.1 Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.

U2.2.2 Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.

U2.2.4 Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.

**Believe**

U1.2.1 Recognise that, for Christians, the Christmas story reveals God’s love by sending Jesus his Son.

U1.2.6 Recognise that angels bring God’s message and are a sign the Jesus is the Son of God.

**Live**

U.2.2.6 Describe some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.

**Dialogue**

U1.6.2 Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.

U2.6.2 Describe an initiative Christians work on together locally and/or globally in the service of others.

**Expectations Ages 7-9**

**Hear**

U3.2.6 Recall that angels bring God’s message in the gospels of St Matthew and St Luke.

**Celebrate**

U3.4.7 Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.

U4.2.4 Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.

**Live**

U4.5.6 Describe some ways in which the Church today (locally or globally) continues the work of Jesus.

**Dialogue**

U4.6.5 Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good).

**Expectations Ages 9-11**

**Hear**

U6.5.2 Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.

**Believe**

U6.2.4 Use theological language to describe and explain the belief that Mary became the ‘Mother of God’.

**Live**

U6.6.2 Describe some ways Christians work together with people of different worldviews to promote the common good.

**Dialogue**

U6.6.3 Describe some ways Christians work together with people of different worldviews to promote the common good.

**Ways of Knowing**

The RED identifies three ‘ways of knowing’ in its Programme of Study that enable skills to be developed at an appropriate level. The development of these aspects allows each knowledge lense to be explored appropriately. The ways of knowing are Understand (lead by the head), Discern (led by the heart) and Respond (led by hands).

‘Be a Gift this Advent’ is rooted firmly in each of these strands and provides great opportunities to develop each of these ways of knowing in an age-appropriate manner.

**4.0 ‘To love you more dearly’: Prayer & Liturgy Directory (PLD) links**

Times and Seasons (6.3) Advent – Christmas

The central event of this season is the Nativity or birth of the Lord on Christmas Day, when God became flesh and dwelled among us.

Advent is a four-week time of celebration which begins by looking forward to the Second Coming of the Lord and the end of time and moves through the figure of Saint John the Baptist to contemplate the First Coming of Jesus in preparation for his birth. It is a time when, through the writings of Isaiah and Saint Paul, we reflect on what a world renewed (the Kingdom of God) might look like.

The Christmas season follows on from Christmas Day with the celebration of Mary, Mother of God (1 January) and the Epiphany of the Lord (around 6 January) and ends with the Baptism of the Lord (the Sunday after Epiphany). These are days for reflecting on the meaning of the Incarnation. As the days begin to lengthen and brighten, the Church contemplates the light of Christ as it shone wider and wider: first to shepherds, then to foreigners, and finally (at the beginning of his public ministry) at the River Jordan.

The season of Lent–Eastertide is marked by a definite beginning and end. However, the edges of the Advent–Christmas season are slightly porous. The Lectionary begins to include passages about the end of the world and the Second Coming of Christ in November before Advent formally opens. The very last echo of the Christmas season is the Presentation of the Lord on 2 February.

**5.0 Links to the Catechism of the Catholic Church**

*An understanding of the INCARNATION is at the heart of the learning in this unit and enables all to appreciate God’s ultimate gift to the world which is the incarnation.*

**5.1 From the *Catechism of the Catholic Church***

**"HE WAS CONCEIVED BY THE POWER OF THE HOLY SPIRIT, AND WAS BORN OF THE VIRGIN MARY"**

**THE SON OF GOD BECAME MAN**

I. WHY DID THE WORD BECOME FLESH?

456 With the Nicene Creed, we answer by confessing: "For us men and for our salvation he came down from heaven; by the power of the Holy Spirit, he became incarnate of the Virgin Mary, and was made man."

457 The Word became flesh for us in order to save us by reconciling us with God, who "loved us and sent his Son to be the expiation for our sins": "the Father has sent his Son as the Saviour of the world", and "he was revealed to take away sins"

Sick, our nature demanded to be healed; fallen, to be raised up; dead, to rise again. We had lost the possession of the good; it was necessary for it to be given back to us. Closed in the darkness, it was necessary to bring us the light; captives, we awaited a Saviour; prisoners, help; slaves, a liberator. Are these things minor or insignificant? Did they not move God to descend to human nature and visit it, since humanity was in so miserable and unhappy a state?

458 The Word became flesh so that thus we might know God's love: "In this the love of God was made manifest among us, that God sent his only Son into the world, so that we might live through him." "For God so loved the world that he gave his only Son, that whoever believes in him should not perish but have eternal life."

459 The Word became flesh to be our model of holiness: "Take my yoke upon you, and learn from me." "I am the way, and the truth, and the life; no one comes to the Father, but by me." On the mountain of the Transfiguration, the Father commands: "Listen to him!" Jesus is the model for the Beatitudes and the norm of the new law: "Love one another as I have loved you." This love implies an effective offering of oneself, after his example.

460 The Word became flesh to make us "partakers of the divine nature":"For this is why the Word became man, and the Son of God became the Son of man: so that man, by entering into communion with the Word and thus receiving divine sonship, might become a son of God." "For the Son of God became man so that we might become God." "The only-begotten Son of God, wanting to make us sharers in his divinity, assumed our nature, so that he, made man, might make men gods."

II. THE INCARNATION

461 Taking up St. John's expression, "The Word became flesh", The Church calls "Incarnation" the fact that the Son of God assumed a human nature in order to accomplish our salvation in it. In a hymn cited by St. Paul, the Church sings the mystery of the Incarnation:

Have this mind among yourselves, which is yours in Christ Jesus, who, though he was in the form of God, did not count equality with God a thing to be grasped, but emptied himself, taking the form of a servant, being born in the likeness of men. and being found in human form he humbled himself and became obedient unto death, even death on a cross.

462 The Letter to the Hebrews refers to the same mystery:

Consequently, when Christ came into the world, he said, "Sacrifices and offerings you have not desired, but a body have you prepared for me; in burnt offerings and sin offerings you have taken no pleasure. Then I said, Lo, I have come to do your will, O God."

463 Belief in the true Incarnation of the Son of God is the distinctive sign of Christian faith: "By this you know the Spirit of God: every spirit which confesses that Jesus Christ has come in the flesh is of God." Such is the joyous conviction of the Church from her beginning whenever she sings "the mystery of our religion": "He was manifested in the flesh."

III. TRUE GOD AND TRUE MAN

464 The unique and altogether singular event of the Incarnation of the Son of God does not mean that Jesus Christ is part God and part man, nor does it imply that he is the result of a confused mixture of the divine and the human. He became truly man while remaining truly God. Jesus Christ is true God and true man.

**5.2 YOUCAT (Youth Catechism of the Catholic Church) explains:**

**76 Why did God become man in Jesus?**

“For us men and for our salvation he came down from heaven” (Nicene →CREED). [456-460]

In Jesus Christ, God reconciled the world to himself and redeemed mankind from the imprisonment of sin. “God so loved the world that he gave his only-begotten Son” (Jn 3:16). In Jesus, God took on our mortal human flesh (→INCARNATION), shared our earthly lot, our sufferings, and our death, and became one like us in all

things but sin.

“God is so great that he can become small. God is so powerful that he can make himself vulnerable and come to us as a defenceless child, so that we can love him”

POPE BENEDICT XVI, December 24, 2005

**NOTES TO ACCOMPANY THE SLIDES IN THE PRESENTATIONS**

**Learning sequence introducing Advent**

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| Slide 1 | Note the background colour – purple. Used in the church at times of ‘waiting’ / ‘preparation’.  Do they know which other ‘waiting’ season uses the liturgical colour purple? LENT (leading to Easter).  Note the other images: e.g. stop watch (time), Calendar (count down), Hands with a heart (giving), an exciting and promising gift box (anticipation of something special). |
| Slides 2 - 5 | Explore the meaning of the word ADVENT.  This slide introduces the word INCARNATE without explaining it. Have they heard it before? Where? At Mass – the Creed:  “For us men and for our salvation he came down from heaven, and by the power of the Holy Spirit was incarnate of the virgin Mary and became man.”  Can they work out from context what it might mean? (See catechism links).  Slide 3 is a short animated clip explaining all about Advent. You might want to watch it a few times and make notes.  Clip link:  <https://www.yout-ube.com/watch?v=eC0FGQLBp7w>  Slides 4 & 5: Pose and answer some questions about the advent wreath some of which will have been explored in the film. This would be a good time to put together your own class Advent Wreath talking about the symbolism as it is constructed. |
| Slides 6 - 10 | These slides explain week by week what will happen with the advent wreath.  Note that each candle has a specific colourl  Each candle also has a thematic symbolism (this will be explored in our linked Advent liturgy materials).  Could they think of appropriate biblical narratives to go with each candle?  Slide 8: The third week is also known as GAUDETE SUNDAY. The candle and the priest’s vestments will be ‘rose’. There is only one other time when rose is used as a liturgical colour – do they know when? (Laetare Sunday – 4th Sunday of Lent). Gaudete means ‘joy’ or ‘rejoice’ – we are anticipating the joy of the nativity which is much closer now.  There is a special piece of music, sung in Latin called ‘Gaudete’. Listen to it here: <https://www.yout-ube.com/watch?v=jrND_c1f4Ow>  A translation from the Latin is available here:  <https://ololliturgy.wordpress.com/home/songs/recessional/bb560/> |
| Slide 11 | Explore how it feels to anticipate something exciting.  Why are we so excited? Is this based on material matters or something much deeper? |
| Slide 12 | Explore the quote from Bishop John Sherrington.  **Key words:**  Waiting …. Contemplating ….mysteries … patiently … ponder … glimpse signs …  Discussion:  How are we contemplating and pondering as we prepare during the season of Advent?  What might help us to be better at this? |
| Slide 13 | Note Pope Francis’ purple vestments.  Discussion:  What does it mean to have an open heart?  What might help us to be better at this? |
| Slide 14 | Talk about the point of gifts.  What does it mean to gift something?  Does a gift have to be expensive?  Does a gift have to be a ‘thing’ / visible – could it be an action or a feeling even?  What does it feel like to give?  What does it feel like to receive? |
| Slide 15 | This slide provides an opportunity to delve deeper into an understanding of the INCARNATION.  You may want to refer to the Catechism extracts in section 5 of these notes.  Jesus’ birth fulfils the prophecies of Isaiah:  “Therefore the Lord himself will give you a sign. Behold, the virgin shall conceive and bear a son, and shall call his name Immanuel” (Isaiah 7:14).  Can they find links to this reference in the Gospel narrative of Matthew?    Emmanuel means ‘God with us’ – how does this name link to the Incarnation? |
| Slide 16 | Which bible quote links directly to the incarnation (John 1: 14) and which to a sense of the greatest gift (John 13: 7)?  Could the students use these quotes to make an illustrated bible bookmark?  What other words will be included on this?  Could they include a prayer giving thanks for the ultimate gift? |
| Slide 17 | What does this mean to the students?  Do they agree?  (Eleanor Powell was an American dancer and actress born in 1912 and best known for her powerful and unique form of tap dancing!) |
| Slide 18 | How can I be a gift? |
| Slide 19 | Can they add any other ways of being a gift.  What would this look like daily?  What can I commit to doing more of during Advent?  Slide 20:  Prompt the pupils to support the work of CAN through fundraising and prayer.  Each week during Advent we will find out about projects in a particular region of the Middle East. |
| Slide 21 | Explore the geography of the locations of the projects that will form part of the liturgy for each week of Advent.  This may be a chance to get out the atlases and look at a globe.  What do they already know about the Middle East?  What events have they heard of that have occurred here recently?  (The inset map, gives some detail to Israel showing the Westbank and Gaza areas, under Palestinian control).  Where is the Holy Land?  Did they know that ACN’s work is important to Christians living in the Holy Land?  Wouldn’t it be great if our Advent fundraising could support ACN to continue its work in this important area? |
|  | ACN is a gift to people living in places where there is a need for its charity.  Remember a gift is a special action, a giving, a sign of love, a connection, an offering. You give to a charity and a charity in turn gives to the people that it serves.  ACN gifts its support to people living in communities across the world who are impacted by war or where Christianity is marginalised. It’s hard to think that there are places in the world where being a Christian can make you a target for others.  Standing up for your faith is important and to be able to express your faith is a human right.  Discuss:  How are you able to stand up for your faith?  How do you show your faith?  Do we take this for granted? |

Liturgy materials for each week of Advent

Week by week, the liturgy follows the same format:

* Gathering (instrumental music slide\*)
* Making the sign of the cross together
* Listening to a scripture passage
* Reflecting on the theme of the scripture and the candle that has been lit on the advent wreath
* Reflecting on ACN project(s) that relate to the candle’s theme
* A hymn and / or a prayer and a reflection on future action

\*Each week of Advent begins with a 2-minute clip of harp instrumental music with a Christmas theme. This should enable you to gather and set the ethos and climate for prayer. A longer version of this clip is available on youtube at the following link should you need it:

<https://www.yout-ube.com/watch?v=kDACqnjNIRI>

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| Slides 1 - 2 | Remind the children that each week during Advent we will find out about an aspect of ACN’s work. |
| Slides 3 – 6 | Listen to the music as you gather. Prepare your heart to be open to the message from the Bible.  If you have an Advent wreath, light the first purple candle before you listen to the scripture message.  Listen to the scripture (which could be read by a student).  Isaiah 9: 2-6  Isaiah – Old Testament prophet – talking of what was to come. Note the opposites: darkness to light.  Note the names of the Son that are given.  What do they tell us about what sort of person Jesus will be? |
| Slide 7 | We listened to Isaiah, because the first candle is also known as the prophet’s candle.  This is the candle of HOPE.  How did the scripture reading send a message of hope?  Explore how ACN can be a gift of HOPE in its projects.  Why might people be hopeless? War – famine – persecution – discrimination – oppression – poverty. |
| Slide 8 | Unpick Archbishop Nizar commentary on the visit of Pope Francis to Iraq, focusing on HOPE.  For your own background you can hear Archbishop Nizar speak about his perspective on the visit here: <https://www.facebook.com/watch/?v=620176118829299>  You can find out more about the Syriac Catholic Church here: <https://en.wikipedia.org/wiki/Syriac_Catholic_Church> |
| Slide 9 | ACN projects across IRAQ have supported rebuilding of houses & churches. They have also supported the religious to be able to remain so that Christian communities can be supported.  This project aims at reconstructing the Eshtar Hall in Baghdeda/Qaraqosh. It is located next to the Mar Behnam and Sarah Church in Baghdeda. Both hall and church were severely damaged by ISIS.  The Esthar Hall in Baghdeda is one of three properties that the new Syriac Catholic Archbishop of Mosul, Archbishop Benedectos Younan Hano, wants to renovate or refurbish to provide sufficient space for pastoral programmes and other parish activities.  The cost of this will be £350,000.  It brings HOPE because it enables COMMUNITY activities.  Imagine not being able to have anywhere to join together and meet as a community. What would this prevent? |
| Slide 10 | Reflect on how we could help.  Fundraising? Prayer?  Join together in prayer |
| Slide 11 | A signed song, reflecting on how we can be Jesus’ hands in the world today.  You could link this to our charity efforts.  Inspiration for the song comes from the prayer of St Theresa of Avila. It is a song of great hope, produced by Dan Callow and Emily Clark of One Life Music <https://www.onelifemusic.co.uk/about-us/>  Pupils will enjoy learning the sign language.  Link to song:  <https://www.yout-ube.com/watch?v=oOLAPD67lP4>  One life materials are great for use in primary schools and are certainly worth further look! |
| Slides 12 -14 | Listen to the music as you gather. Prepare your heart to be open to the message from the Bible.  If you have an Advent wreath, light the second purple candle before you listen to the scripture message.  Listen to the scripture (which could be read by a student). |
| Slide 15 | It is Isaiah again – PROPHECIES.  This focuses on PREPARATION.  The Jewish people had been waiting for their Messiah for a long time!  John the Baptist would prepare the way for Jesus’ Ministry but he was not the Messiah … even if some thought he might be.  During Advent we must prepare our path – we need to make things less complicated – make the path straighter and remove the obstacles that might prevent a safe passage.  We all need to be ready for Jesus’ coming.  What am I doing to prepare? |
| Slide 16 | The second candle is often referred to as the Bethlehem Candle, reminding us of the journey of Mary and Joseph – all part of their preparations.  Mary and Joseph both had great faith (Mary’s ‘yes’ and Joseph’s acceptance after his dream).  Do we have faith in God’s plan for each of us? |
| Slide 17 | The film explores the service of the Sisters to a Lebanon community through the work of the school.  Do we take for granted the fact that we can attend a school where our faith is supported?  Without these schools the gift of faith would not be as well supported in Lebanon. |
| Slide 18 | Reflect on what we have in school today.  You may wish to play some music whilst the students reflect.  They may want to draw their response and offer it up in thanksgiving by placing their drawing in a basket on the prayer table. |
| Slide 19 | Prayer for the children of Lebanon.  The pictures here are taken from the video.  School fees in Lebanon are normally paid partly by families and partly by government subsidies. Due to the country’s financial meltdown, the share of parents who cannot pay their tuition is estimated to 70%. The government’s contribution is unreliable now too. As a result, schools find themselves in a disastrous financial situation. They can no longer pay their teachers. The great risk is that they will be forced to close.  The Sisters of Notre Dame du Bon Service have been present in the region for 70 years. They work to maintain a Christian presence in the region. One of their means of action, among others, is the gradual establishment of schools, open to all and especially to the region's Christian minority, to whom they offer the opportunity to study free of charge.  The aid in this project will support 100 poor students, whose scholarships will be paid, and 71 teachers or administrative staff. |
| Slides 20 - 22 | Listen to the music as you gather. Prepare your heart to be open to the message from the Bible.  If you have an Advent wreath, light the third candle (rose) before you listen to the scripture message.  Today is Gaudete Sunday – ‘Rejoice Sunday’ - as we are over the half way point in our preparations.  You may prefer to replace the gathering music with a. version of the Gaudete Hymn: <https://www.yout-ube.com/watch?v=jrND_c1f4Ow>  A translation from the Latin is available here:  <https://ololliturgy.wordpress.com/home/songs/recessional/bb560/>  Listen to the scripture (which could be read by a student). |
| Slide 23 | Reflect on the Gospel message and consider how the shepherds must have felt receiving such a message from the angels. |
| Slide 24 | The third candle, symbolises JOY, and is often referred to as the shepherd’s candle.  How do you bring to Joy to others?  ACN brings JOY to people who have lived through desperate situations. Their act of charity – LOVE – brings joy to those that they impact through their work. |
| Slide 25 | The film introduces you to the hard life of two young Christians in Syria. Their lives have been transformed by the JOY that ACN has brought.  WARNING:  It is important to view the film first yourself; although one of great joy it may trigger feelings for anyone who has lived through a similar experience (e.g. pupils from Ukraine). |
| Slide 26 | As well as the Summer Camps that we heard about in the film, ACN funds projects involving the setting up of a charity kitchen. This project, called "Bite of love", aims to provide cooked meals to 300 of the poorest and most needy people during 1 year:   * elderly people who have no support and depend on a meagre retirement pension that does not meet the needs of three days' food, * people whose salaries have fallen so much that they are no longer worth anything.   These persons have been identified through the pastoral work of the three priests.  The pictures show ‘Christmas gift’ projects in Syria coordinated by Sister Annie. This project aims to distribute winter jackets to 27,590 children living in different governorates of the country who could not otherwise afford warm winter clothing.  This project will enable families to give their children new clothes for Christmas and will encourage some small workshops to continue their activities by creating job opportunities.  Many Christian families in Syria suffer because of their inability to buy sweets, meat, and even vegetables for their children. Their inability to also buy clothes exacerbates their suffering but the religious sisters of Jesus and Mary want to channel a ray of warmth from benefactors, as a visible sign of God’s love. Clothes have become a luxury item in Syria. To provide a coat for a child in Syria will cost about £10. The total project will cost about £300,000. |
| Slide 27 | Join together in prayer. |
| Slide 28 | Now may be a good time to sing a song of great joy, ‘Love Shone Down’.  This Christmas song tells the nativity story from the perspective of one of the shepherds who is wondering in the aftermath of the birth of Jesus, whether it was all a dream or not.  The song is available here:  <https://www.you-tube.com/watch?v=XyijhpaaEs8>  CJM’s song resource page for ‘Love Shone Down’ is available at: <https://www.cjmmusic.com/songs/love-shone-down-song/>  Jo Boyce of CJM music has lots of great resources for schools at: <https://www.cjmmusic.com> |
| Slides 29 – 31 | Listen to the music as you gather. Prepare your heart to be open to the message from the Bible.  If you have an Advent wreath, light the third candle (purple) before you listen to the scripture message.  Listen to the scripture (which could be read by a student). |
| Slide 32 | As you reflect on the Gospel, consider the Angel’s message:  **PEACE** |
| Slide 33 | The fourth candle is often called the ANGEL’S candle and conveys a message of PEACE.  Aid to the church in Need cannot gift peace to those whom it serves, but it is able to provide the foundations for peace by supporting communities so that they can survive. Peace may well follow. |
| Slide 34 | Explain that ACN’s projects take place across the world. They happen in places that may be suffering during or after times of war.  Think about the sorts of things that ACN does – these can be seen in the film clip. |
| Slide 35 - 37 | How does bringing people together create a good climate for peace?  Specific project might build (or rebuild a church) a church or might enable a religious sister to work with individuals giving them what they need both spiritually and practically.  Projects that build bridges around language may allow connection and participation.  Projects that bring young people together for sport may enable the effective building of healthy relationships.  Specifically, building churches and funding the formation of priests or paying for them to say a Mass (a stipend) enables participation in the Eucharist. Think about with the children how the Mass builds a great foundation for PEACE and FORGIVENESS.  You can find out more about ACN Mass stipends here: <https://acninternational.org/work/mass-stipends/>  In providing Bibles for Children (see <https://acnuk.org/resource/childs-bible-project/> ), children have access to stories about Jesus. How is Jesus a good role model for justice and peace?  A further video about the Child’s Bible Project is available here: <https://youtu.be/rZ_-fBr7zTs>. For every child’s bible sold, three more will be sent to wherever they are needed in the world. |
| Slide 38 | A prayer for Peace.  You may also want to pray for peace in specific parts of the world. |
| Slide 39 | The video reflects our young people’s wish for peace, imploring mother Mary to bring our intentions to Jesus.  18th October – a million children praying the rosary together for peace - an international ACN project.  If you couldn’t get involved this year, maybe you could pray the Rosary with friends this week.  As an annual ACN project, could your school commit to it next year?  Materials & information are available here: <https://acninternational.org/millionchildrenpraying/> |
| Slides 40 - 41 | Note the colour change to GOLD  We are now out of Advent and in the Christmas Season.  The gathering music has changed to a carol.  Make the sign of the cross together. |
| Slide 42 | Your patience has paid off – the waiting is over.  We are greeted with a familiar image.  What can you see?  What do you notice about the light in this painting?  Why do you think the artist painted it in this way? |
| Slide 43 | All candles are now lit.  If you have an Advent wreath, light the fifth candle – the central white candle. This is known as the Christ Candle. Why?  The candle completes the light – Jesus, light of the world, is here for us. |
| Slide 44 | An opportunity to re-explore the concept of Incarnation.  (See the Catechism notes in Section 5). |
| Slide 45 | An opportunity to sing again ‘Love shone down’.  This Christmas song tells the nativity story from the perspective of one of the shepherds who is wondering in the aftermath of the birth of Jesus, whether it was all a dream or not.  The song is available here:  <https://www.you-tube.com/watch?v=XyijhpaaEs8>  CJM’s song resource page for ‘Love Shone Down’ is available at: <https://www.cjmmusic.com/songs/love-shone-down-song/>  Jo Boyce of CJM music has lots of great resources for school at: <https://www.cjmmusic.com> |
| Slides 46 - 48 | This is the Gospel of the INCARNATION  Marvel in the beauty of its words.  It doesn’t mention Jesus by name, but it is about his nativity!  It gives purpose to his birth - ‘He live among us’ born for us so that we might know his ways and live it as his disciples. |
| Slide 49 | Reflect again on God’s ultimate gift for us – the incarnation.  We thank God for this gift.  ACN thanks you for your gift (charity ad prayers) which helps it to show Jesus to others. |
| Slide 50 | Final prayer  An opportunity to give thanks for the gift of INCARNATION and to give thanks for the work of ACN in bringing Jesus to others in places where this might be dangerous. |

Fundraising for any of our projects

ACN are always grateful for the funds raised for its projects. Please note that the projects mentioned in this presentation are an example of its work. Your funding may go to these or similar projects.

Thank you for all that you do to support the work of ACN both in your fundraising and in your prayers which are equally important.

Please let us know how you have raised funds via Twitter (X): @acn\_uk or Instagram: @aidtothechurchinneed\_uk