



## FOLLOWERS – LESSON PLAN

Age	Term	Mod.	Module Theme	Module Title	Lesson Number and Title
11	2	1	WORSHIP	DIVINE LITURGY	44: To the Anaphora

Use the syllabus framework to complete above. Infants: 20 minutes; Juniors: 30 minutes; Middles & Seniors: 45 minutes  
(Mod. = Module Number, Module Theme - in the heading, Module Title - uppercase in the cell, Lesson Num [NO. column] and Title)

							
Verbal V <input checked="" type="checkbox"/>	Logical L <input checked="" type="checkbox"/>	Spatial S	Kinaesthetic K	Musical M <input checked="" type="checkbox"/>	Intra - personal P1	Inter - personal P2 <input checked="" type="checkbox"/>	Natural N

Tick the appropriate box(es) above [ copy this: ☒ ] for the modes of learning being used in this session.

**Prayer:** Recite the Creed together

**Starter:** See Resource Sheet 44

### Learning objectives:

1. To be acquainted with the rite of the Liturgy from the Great Entrance until the Anaphora.
2. To understand the significance of the Anaphora and Epiclesis in the Liturgy which is anamnesis (bringing into the present) of the Lord's Supper, post resurrection.

### Core Activities and Learning

1. Explain: Anaphora (Eucharistic prayer of offering), Epiclesis (prayer for the gift of the Holy Spirit to consecrate both the believers and the Holy Gifts); Anamnesis (a bringing into the present of the paschal events so that in the Mysteries the faithful can truly enter their reality in the present – it is NOT merely “remembering”).
2. Explain: “The doors! The doors! In wisdom, let us be attentive!”. In antiquity, all people who are not baptised had to leave at this point before the Creed. Ask the students why this might be so (“The Holy things are for the Holy.”)
3. Activity: students need three colours. They should colour the words of priest and deacon in one colour, people's answer in another, and the priest's action – in other. (see the text in the Resource Sheet).
4. Discussion: with the anaphora text still in front of the students. Ask them which are the most significant parts? What happens during the anaphora? Why do we need to pray the Liturgy, not just observe it?
5. Activity: What does the Scripture say? (see the Resource Sheet and the Flashcards).
6. Explain that in Holy Communion Christ is truly present and we receive Him into our bodies and souls, complete with His Risen Life.
7. The Leader reads: “It is truly right to bless you, Theotokos” and explains it. Then he / she explains the phrases of the Lord's Prayer.
8. Activity: fill in the missing words and phrases (see the Resource Sheet – do not of course print the answers!).
9. End piece: Sing all together “Christ is Risen” (the Paschal Troparion)

**Resources:** Resource Sheet 44, Flash Cards 44, pencils, markers.

**Review:** Liturgy is a common work, and we enter Kingdom of God during it. The Kingdom of God is then within us.

### Follow Up:

Encourage the students to participate consciously in the Liturgy – following the text, praying it, singing, receiving Holy Communion.