

# Spirit of the Season

## Winter 2006

Liturgical Year B [www.liturgyoffice.org.uk/SOS](http://www.liturgyoffice.org.uk/SOS)

## All are Welcome

When we begin to plan any kind of liturgy, it is important to first reflect on the needs and situations of those who will gather to celebrate it. The questions who, what, why, where and when will aid us in any initial planning.

The recent legislation of the Disability Discrimination Act (2004) will have had some impact on schools as public buildings. When we gather for liturgy we should be taking into consideration the needs of all the community too, not simply because this is required by law, but because we want to ensure that all really are welcome.

You may want to consider some of the following issues in your planning:

- Are song sheets or orders of service available in a larger font to make them accessible to those with a visual impairment? Are they in a non-cursive font, e.g. Arial, to aid those with dyslexia? Do you avoid the extended use of capital letters to aid the reading of text?
- Is there a balance between verbal and non-verbal communication, using the language of sign and symbol effectively for those with learning difficulties or hearing impairments?
- Who else is being invited to your liturgy? What special needs might they have? Will you need to use microphones in a church so that the Loop system can be accessed by those with a hearing impairment, even if it is not a space that warrants it for a small group of people?

In 1998, the Bishops' Conference of England and Wales published a document entitled 'Valuing Difference' which states:-

'The way that liturgy is celebrated, the way symbols are used, the ministries which are visible, and the quality of participation and response from people, all shape how we understand ourselves. When we see people with disabilities serving at the altar, or distributing communion, we experience and become a Church which recognises their dignity and their vocation to minister. For this reason, it is vital to ensure that people with disabilities are visibly included in worship, as participants and as ministers, when appropriate. This will help the whole community to become a body which recognises and values all its members.'

*There is  
one body &  
one Spirit;  
one Lord,  
one faith,  
one baptism.*

Ephesians 4:16

**K**eept the Church faithful to its mission: may it be a leaven in the world renewing us in Christ, and transforming us into your family.



Roman Missal  
Prayer for the Church

## Using your local art galleries

As you will know, almost all museums and galleries now provide a service to introduce children to their collection. Frequently galleries have a wide collection of religious art – paintings, sculptures, illustrated bibles and prayer books, and other items such as chalices and patens used in the celebration of the Mass. Over the centuries the Church has been a patron of the arts and today we can see the fruit of that. It is perhaps a challenge to the Church today to continue that role.

The larger national collections - the National Galleries in London and Cardiff, the British Museum and British Library – are well worth a visit. But other galleries often make up in terms of presentation what they may lack with regard to size of collection - one notable example is Liverpool's Walker Gallery and their display of treasures from Stonyhurst.

To find out what is available check out [[www.24hourmuseum.org.uk](http://www.24hourmuseum.org.uk)]. And while you are on-line, why not take out an email subscription to the Art Fund newsletters - 'News for families and children' and 'Exhibitions around the UK' – at [[www.artfund.org/2/2\\_0EmailUpdates.asp](http://www.artfund.org/2/2_0EmailUpdates.asp)]

## Planning a time of prayer



For an assembly or other time of prayer, the structure of **Gather, Word, Response/Symbolic action, Sending Forth** is perhaps the most simple. One or two slides while pupils are arriving, especially if it takes some time for all pupils to gather, will help to focus their minds on what is ahead and give them something to reflect on as they wait. It is not advisable to put the text of scripture on the screen - the Word is something proclaimed and heard, not read by individuals - but perhaps one or two images or a key phrase might help pupils to remember what it is that they are hearing. If there is a response or prayer to be said together this might be included next, along with a song perhaps, followed by a final thought to leave them with as they wait to depart.

## Liturgy Bookshelf 3

The **Directory for Masses with Children** is essential reading for anyone involved in preparing liturgy for children. It offers



2 different scenarios: Masses with Adults in which Children also participate and Masses with Children in which only a few adults participate. For the second scenario the Directory offers many different adaptations some of which are noted on the series on the back page—Looking at the Mass. The adaptations it offers derive from the General Instruction (see SOS Advent 05). Even though there is a new edition of GIRM the Directory still stands (for those interested in footnotes see GIRM n.32). The Directory can be downloaded from the Liturgy Office website [<http://www.liturgyoffice.org.uk/Resources/Rites/RiteMissal.html>].

Church documents not only provide guidance on how we celebrate but also why we celebrate. The resources that have been produced by the Liturgy Office to accompany the publication of the General Instruction are intended to help people explore the implications of the document. **With Hearts and Minds** is designed for small groups to help them explore the Mass and how we participate in it. Some may find it a helpful resource in school to deepen understanding and discuss how best to engage pupils. *With Hearts and Minds* is published by CTS [[www.cts-online.org.uk](http://www.cts-online.org.uk)]. For more details see the Liturgy Office website [[www.liturgyoffice.org.uk/Resources/GIRM/With\\_Hearts/](http://www.liturgyoffice.org.uk/Resources/GIRM/With_Hearts/)].

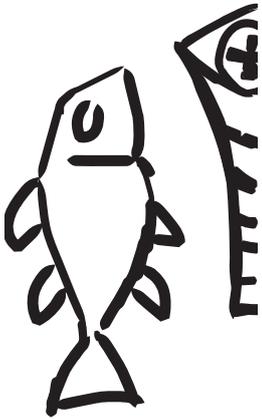
### A useful structure

This structure can be used in many ways. It is a helpful tool for planning. It can be seen as the basis of whole liturgies and parts of them. The liturgy ideas on page 4 follow this structure. A useful planning sheet using this can be found on the website.

- Gather
- Word
- Response *or* Symbolic Action
- Send forth

# Appropriate Adaptation of the Liturgy for celebrations with schools, young people etc.

*The pastoral effectiveness of a celebration will be truly heightened if the texts of the readings, the prayers, and the liturgical songs correspond as closely as possible to the needs, spiritual preparation, and capacity of participants.*



Celebrations with smaller groups, celebrations outside churches or chapels, Masses with children, young people, the sick, or persons with disabilities, and ritual Masses (for example, funeral or wedding Masses) at which a significant number of the assembly may be non-communicants or non-believers will necessarily impose different demands appropriate to the needs of the occasion.

The *Directory for Masses with Children* recognises that Mass may need to be accommodated to the needs of children when they constitute a significant proportion of the assembly. This does not suggest composing rites that are altogether special or different from the Order of Mass as it is usually celebrated. One of the purposes of specially prepared Masses for children is to lead the children to the celebration of Mass with adults, particularly the Sunday Mass of the community.

GIRM 352, CTM 135, 136

## Some Questions

- In what ways is the relationship with Sunday Mass expressed?
- How are the needs of the adult participants addressed in the preparation and celebration of the liturgy?
- What formation is available to those who prepare liturgy?
- How are connections made between Mass and other times of prayer?

## Further References

*General Instruction of the Roman Missal*  
18, 32, 109, 352

*Directory for Masses with Children*

*Celebrating the Mass*  
22-32, 127-138

*Redemptionis Sacramentum*  
39-41

## Practical Points

- Make sure that those who minister are well prepared and have an understanding of their role within the celebration.
- Participation as a member of the assembly is fundamentally different to everyone having something to do.
- Develop the children's capacity for listening to the readings and for silent reflection in other acts of worship.
- Much good music has been written so that children can sing the Mass rather than sing at Mass.
- Share musical repertoire with the local parish.
- Use the Sunday gospel as a foundation for the week's prayer.

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This page looks at some of the opportunities and challenge that arise from the new General Instruction of the Roman Missal. For each issue there are quotations, ideas and questions. If the subject matter is relevant to your situation you may find helpful to work with the ideas as a group. A simple process can be found on the website [[www.liturgyoffice.org.uk/SOS](http://www.liturgyoffice.org.uk/SOS)].

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Excerpts from *General Instruction of the Roman Missal* © 2004, ICEL, Inc. All rights reserved. One of a series of resources produced by the Liturgy Office of the Bishops' Conference to accompany the *General Instruction of the Roman Missal* and *Celebrating the Mass* [www.liturgyoffice.org.uk/Resources](http://www.liturgyoffice.org.uk/Resources) 1034s

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# Looking at the Mass – Liturgy of the Word

## Introductory Rites

### Liturgy of the Word

Reading  
Responsorial Psalm  
Reading  
Gospel Acclamation  
Gospel  
Homily  
Profession of Faith  
Prayer of the Faithful

### Liturgy of the Eucharist

### Concluding Rite

When we hear the scriptures proclaimed in the liturgy Christ speaks to us. If we are ready to listen, Christ meets us in his word.

The readings from Sacred Scripture and the chants between the readings form the main part of the Liturgy of the Word. The Homily, Profession of Faith, and Prayer of the Faithful expand and complete this part of the Mass.

In the Scriptures the community of faith even now hears God speaking to it. For this reason the biblical readings and their accompanying Scripture chants

may not be omitted, shortened, or replaced by non-biblical texts.

The high point of the Liturgy of the Word is the proclamation of the Gospel reading. The other readings in their established sequence from the Old and New Testaments prepare the assembly for this proclamation.

The psalms have been used to give prayerful expression to the faith and feelings of God's people over the centuries. They were used by Christ himself in prayer. In these words of wonder and praise, repentance and sorrow, hope and trust, or joy and exultation the Church now responds to God's word. The psalms in the Lectionary have been selected to help the assembly to meditate on and respond to the word that has just been proclaimed.

The Alleluia or Gospel Acclamation is an acclamation by which the assembly of the faithful welcomes and greets in song the Lord who is about to speak to them in the

Gospel, and by which they express their faith.

Enlightened and moved by God's word, the assembly exercises its priestly function by interceding for all humanity. Because "the joy and hope, the struggle and anguish of the people of this age and especially of the poor and those suffering in any way are the joy and hope, the struggle and anguish of Christ's disciples," the Church prays not just for its own needs but for the salvation of the world, for civil authorities, for those oppressed by any burden, and for the local community, particularly those who are sick or who have died.

*Celebrating the Mass* 153-171

Since the readings taken from holy scripture "form the main part of the liturgy of the word," even in Masses celebrated with children biblical readings should never be omitted.

*Directory for Masses with Children*  
41. See also 24, 43-44

Many ask for ideas for seasonal non-eucharistic liturgies. Rather than give you a pre-packaged liturgy here are some ideas to inspire you. They offer you the opportunity to adapt them to suit your needs and situation. Some ideas might work better elsewhere in the liturgy. You will also have your own ideas. Don't use every idea in a single liturgy as it will be too much.

## Blessing the Classroom



This action is rooted in the traditional practice of blessing of doors at the Epiphany. This is an annual reminder of the presence of God in our classroom and in all that we do together. See website for music ideas.

### Gather

- Process into the classroom
- Sing a song of welcome, of God's presence
- Name the activities that have taken place in the classroom from September.

### Word

- Include the Word in the procession
- Zacchaeus (Lk 19:1-10) or Martha & Mary (Lk 10:38-42)
- Enthroned the Word in a prayer corner or appropriate space

### Symbolic Action

- Mark door posts with CMB 2006 written as:

20 +C +M +B +06

The letters stand for the Wise Men: Caspar, Melchior, Balthazar. Some suggest they stand for "Christus Mansionem Benedicat" which means "May Christ bless this dwelling!"

- Use Holy Water.
- Assemble the Prayer Space with elements that have been processed in: cloths, candle, image etc

### Send Forth

- Use the Blessing for the New Year - Roman Missal p 368  
End with:  
*May almighty God bless us, keep us from all evil and bring us to everlasting life.*  
R. Amen.

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The views expressed are not necessarily those of the sponsoring bodies.

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ISSN 1748-5088