

Holy Week in Word, Ritual, and Symbol

Learning Objectives

Holy Week in Word, Ritual and Symbol guides learners of all ages to...

- develop a deeper understanding of the theology, symbols, and rituals of the Easter Triduum
- recognize the importance of the Easter Triduum for living as disciples of Jesus Christ and members of the Catholic community
- utilize their understanding of Holy Week to participate more actively and more meaningfully in the parish's celebration of Holy Week

Session Overview

Part 1. (5 minutes) Gathering & Opening Prayer Service

Part 2. (20 minutes) All Ages Learning

Part 3. (90 minutes) In Depth Learning Experience: Exploring Holy Week

- Option 1. Age Groups Format: Participants go to separate rooms for parallel learning using the activities for their age group.
- Option 2. Learning Activity Centers Format: Participants rotate through intergenerational centers organized around the activities

Part 4. (20-25 minutes) Sharing Learning Experiences

Part 5. (5 minutes) Closing Prayer Service

Design Options for In-Depth Learning

Option 1. Age Group Format

This format provides for three separate parallel learning programs. Though age groups are separated, each one is focusing on the same topic. You might choose this format if you have:

- an adequate number of meeting spaces for the various groups to gather
- an adequate number of competent facilitators to work with each group
- a topic that is best explored through age-specific learning

Facilitation Tips for This Format

- Organize participants into three or more parallel learning groups: families with children (grades 1-5), adolescents (grades 6-12), and adults.
- If there are a large number of adolescents, divide them into two groups: middle school and high school.

Organize separate groups for young adults, adults, and older adults. Or you can give the adults their own choice for forming small groups.

- Direct the adolescents and adults into small groups. Give them all the handouts and learning materials needed for the learning experiences
- Guide the families with children into table groups of two or more families. Give each table all the handouts and learning materials necessary for the learning experiences.
- A facilitator must guide all the of the families through each learning experience, while small group leaders move from table to table assisting.

Option 2. Learning Activity Centers

The Learning Activity Center Format provides structured learning activities at a variety of stations or centers in a common area. Learning activity centers are self-contained learning experiences, focusing on a specific topic or theme. They include brief presentations by the facilitators, interactive and experiential activities, group discussion and sharing. Each center can utilize a different learning method, such as drama or role play, creative arts, prayer, ritual, film, games, demonstrations, exhibits, and music.

One of the best ways to envision a Learning Activity Center Format is to imagine visiting a children's museum or one of the Epcot pavilions at Walt Disney World in Orlando. You will find a variety of interactive, experiential exhibits, media presentations, and staff-facilitated learning activities.

Learning Activity Centers can be used with all age groups. They can be developed for an intergenerational audience or for particular age groups, such as families with children or adolescents or adults. Learning Activity Centers can also be utilized in the families with children learning program within the Age Group Format.

Scheduling

Learning Activity Centers are designed to be conducted within a 20-30 minute timeframe. Depending on the session design, this will allow three or four learning periods to be offered during the In Depth Learning Experience.

Here is a sample schedule with four rounds of learning centers:

- 6:00 Hospitality and Dinner
- 6:30 Part 1. Gathering and Prayer
Part 2. All Ages Learning Experience
- 6:50 Round 1: Learning Activity Centers
- 7:15 Break (move to next center)
- 7:20 Round 2: Learning Activity Centers
- 7:45 Break (move to next center)
- 7:50 Round 3: Learning Activity Centers
- 8:15 Break (move to next center)
- 8:20 Round 4: Learning Activity Centers
- 8:45 Part 4: Presenting the Home Activities (no small group sharing)
Part 5: Closing Prayer

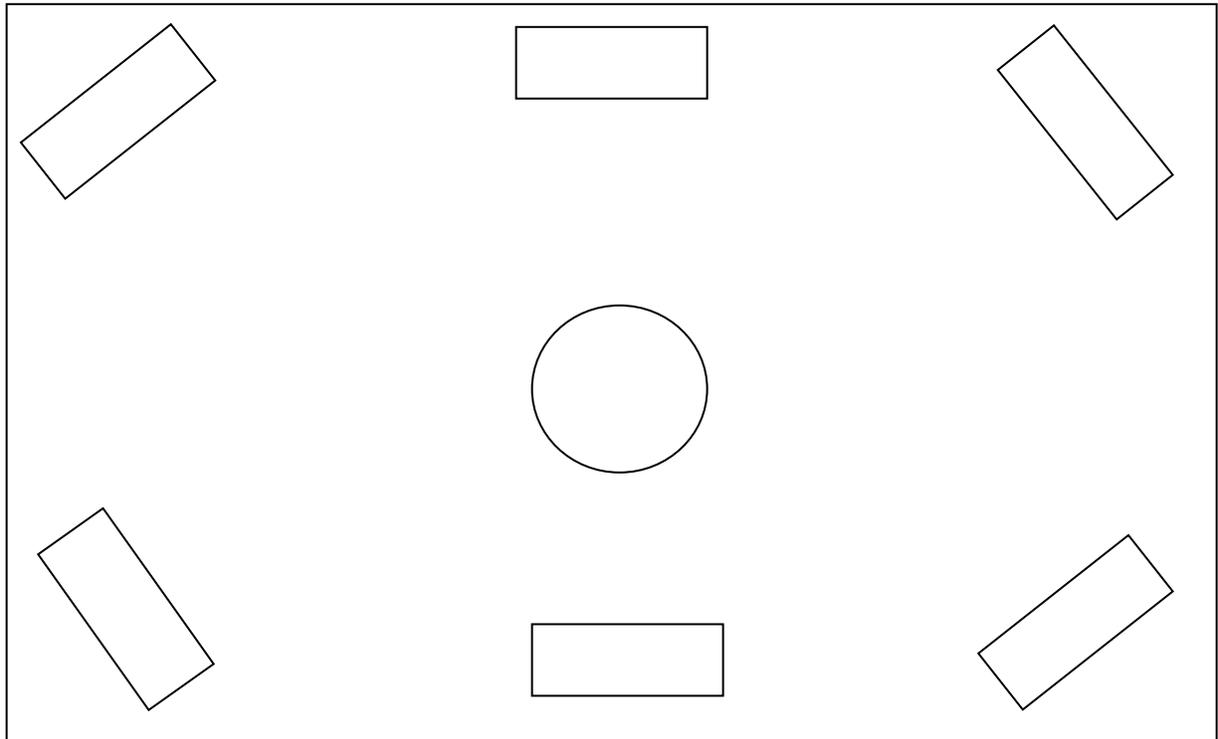
Here is a sample schedule with three rounds of learning centers:

- 6:00 Hospitality and Dinner
- 6:30 Part 1. Gathering and Prayer
Part 2. All Ages Learning Experience
- 7:00 Round 1: Learning Activity Centers
- 7:25 Break (move to next center)
- 7:30 Round 2: Learning Activity Centers
- 7:55 Break (move to next center)
- 8:00 Round 3: Learning Activity Centers
- 8:25 Break (gather in intergenerational groups)
- 8:30 Part 4: Sharing Learning Reflections and Home Application
- 8:50 Closing Prayer

Organizing the Activity Centers

There are two ways to set up activity centers: one large room, or multiple break-out rooms.

If you arrange all of the learning centers in one large meeting gym or parish hall, set-up the centers around the outside of the room (see example). The center space can become a storytelling center with a carpet or chairs for children to sit. The example below shows six different learning centers plus the storytelling center. You may still need separate rooms if you have a learning center that focuses on prayer (worship space) or shows a film (meeting room).



Keep in mind the following when organizing in one room:

- Make sure there is adequate space between learning centers so that people are not interrupted by the activity at other centers.
- Set-up each learning activity center with tables and chairs (or carpeted floor space) for participants to listen, discuss, and create. Children and teens can use the floor, but adults will need chairs.
- Assign each learning center a number and post the number on the wall and floor at each center.

If you arrange learning centers in multiple rooms such as meeting rooms, classrooms, parish hall, gym, worship space, assign one learning center to each space. This format resembles a conference where people move from room to room for each session. Place the learning center name outside each room and develop a list of centers with locations, and a map if necessary, so that people can easily find the correct room.

Organizing Groups

Once you have determined how many learning centers you will offer, you can organize participants accordingly. If you offer four learning centers, you can organize the participants into four groups of equal size and assign each group a specific sequence that they will move through the learning centers. Assign a number to each learning center and an alphabet letter to each group, then describe how they will move through the centers: Group A: 1-2-3-4; Group B: 2-3-4-1, Group C: 3-4-1-2, and Group D: 4-1-2-3. If you offer three learning centers, there would be three groups rotating among the three learning centers. Keep families together in one group.

If you offer more than three or four learning centers, allow people to choose the learning centers they are going to experience. Remind them that if a particular center is crowded, they can move to another center and then return to their first choice in another round. Families with children should stay together because the activities require parents to work with their children.

Staffing

Each center is facilitated by a team of facilitators who guide the participants through the activity plan. The teaching team facilitates the overall learning plan for the center: making presentations, guiding learning activities, organizing discussions, and so on. The number of team members needed depends on the complexity of the activities and the number of participants at a learning center. Teams should have at least two or three people, but some centers will require five or six people. Older adolescents can also serve as members of the teaching team, and are especially valuable in facilitating creative activities and dramatic presentations.

To present the focus of each learning activity center, ask the teaching teams to present a very brief overview of what they will be doing in each center. Give each participant the list of learning activity centers with short descriptions, a schedule, and the locations of the centers.

Materials Needed

Environment

Symbols for the Holy Week table:

- the Lectionary or Bible
- red tablecloth (or one with red in the pattern or drape a piece of red cloth on a white tablecloth)
- a thick white candle and matches
- a clear glass bowl with water (or a clear glass pitcher) with a white hand towel
- a small clear bowl with olive oil
- a loaf of bread (unsliced) on a plate
- a clear glass with wine
- a cross (not a crucifix)
- palms
- thorns

Gathering

- Name tags

All Ages Opening Learning Experience

- Bible

In-Depth Learning Experience

- Bible and/or Lectionary
- Sheets of newsprint, marking pens for each person, masking tape
- White paper and pens/pencils
- Handouts: *The Holy Week Liturgies: Word, Rituals, and Symbols*
- Holy Week symbols for the prayer table (in Age Group Format you need for table for each age group):
 - red tablecloth
 - a thick white candle and matches
 - a clear glass bowl with water (or a clear glass pitcher) with a white hand towel
 - a small clear bowl with olive oil
 - a loaf of bread (unsliced) on a plate
 - a clear glass with wine
 - a cross (not a crucifix)
 - palms
 - thorns
- Holy Week symbols for each table group for the Guided Tour activity:
 - a thick white candle and matches
 - a clear glass bowl with water (or a clear glass pitcher) with a white hand towel
 - a small clear bowl with olive oil
 - a loaf of bread (unsliced) on a plate
 - a clear glass with wine
 - a cross (not a crucifix)
 - palms
 - thorns

Session Plan

Part 1. Gathering (5-10 minutes)

Registration and Hospitality

- Welcome people and ask them to sign in for the program.
- Ask people to make a nametag.
- Distribute the Home Kit for the session, including any handouts participants will need for the session. (You can also distribute handouts for the In-Depth Learning program at the beginning of the activity.)
- Invite people to share a meal; depending on time of day, the program may end with a meal instead.

Welcome

Welcome the participants to the program and introduce the theme of the session.

1. Group Formation

In the Age Group Format, organize groups of families with children, adolescents, and adults. For the Learning Activity Center Format, organize groups by age or in intergenerational groupings.

2. Opening Prayer Service

Lead the participants in an opening prayer service on the theme: Word, Ritual, and Symbols of Holy Week. Use the Prayers from the Sacramentary for the Holy Week liturgies and the music that will be used during Holy Week.

Part Two. All Ages Learning Experience (15-20 minutes)

The All Ages Learning Experience introduces the participants to the theme of the program. There are a variety of ways to conduct the opening experience. For a presentation to the large group you can use drama, media, storytelling, or other interactive approach that works well with a large group.

For this Holy Week program you might consider an extended prayer service incorporating Lectionary readings and the symbols of Holy Week.

Part 3. In-Depth Learning Experiences (90 minutes)

The five activities in this program can be organized as Age Group Experiences in separate rooms or as Learning Activity Centers.

Family Activity Plan: Exploring Holy Week

Preparation

- Bible
- sheets of newsprint, marking pens for each person, masking tape
- white paper and pens/pencils
- Holy Week symbols for the prayer table (in Age Group Format you need for table for each age group):
 - the Lectionary or Bible (New American Bible, hardcover)
 - red tablecloth (or one with red in the pattern or drape a piece of red cloth on a white tablecloth)
 - a thick white candle and matches
 - a clear glass bowl with water (or a clear glass pitcher) with a white hand towel
 - a small clear bowl with olive oil
 - a loaf of bread (unsliced) on a plate
 - a clear glass with wine
 - a cross (not a crucifix)
 - palms
 - thorns
- Holy Week symbols for each table group for the Guided Tour activity:
 - a thick white candle and matches
 - a clear glass bowl with water (or a clear glass pitcher) with a white hand towel
 - a small clear bowl with olive oil
 - a loaf of bread (unsliced) on a plate
 - a clear glass with wine
 - a cross (not a crucifix)
 - palms
 - thorns

Introduction

Begin this activity by explaining the importance of Holy Week.

The Easter Triduum is the “mother of all feasts.” All other feasts of the year hinge on this great feast. While each Sunday stands on its own as an observance of the paschal mystery, the entire liturgical year is in forward motion toward the fundamental commemoration of our Christian faith: the redemptive action of Jesus Christ’s passion, death, and resurrection. (Mary Birmingham, *Word and Worship Workbook*, page 204)

The Triduum is a single celebration of the paschal mystery presented, over three days, under different aspects. Christian remembering is more than retracing the Lord’s steps during his last days in Jerusalem. At the Holy Thursday Eucharist, the church is already drawn into the whole event of Jesus’ death and resurrection. The Good Friday celebration of the Lord’s passion is austere but never sad, for the risen Lord already reigns triumphant. On Holy Saturday the church waits for the celebration of Christ’s resurrection and its own at the Easter Vigil, when the Spirit hovers over the waters of the font and the community of faith drinks deeply again of the mystery of Jesus’ passage from death to life.

Individuals and communities who engage themselves wholeheartedly in living the entire paschal cycle—Lent, Triduum, and Easter’s Fifty Days—discover, not that they have taken hold the pasch, but that the pasch has seized them and changed them forever! This is especially true of the Triduum which, standing at the heart of the paschal cycle, is an intense immersion in the fundamental mystery of what it is to be Christian and to be church. Year after year, those who keep the Triduum hunger in fasting and rejoice in feasting, sharing in death and resurrected life, contemplate cross-onto-glory, tell and hear the great stories of salvation, emerge fresh-robed from the waters of victory and taste of the wedding banquet of heaven and earth. In these most human and yet most divine of actions, the old passes into the radically new.

The focus of the activities suggested below is taking a “tour” of the liturgies of Holy Week—Palm Sunday, Holy Thursday, Good Friday, Easter Vigil, and Easter Sunday. The following activities are designed to engage the participants in the liturgies so as to prepare them for meaningful participation during Holy Week.

Select one or more of the following creative activities to help the participants prepare for Holy Week. Feel free to combine activities into your own learning activity.

Activity One: A Guided Tour of Holy Week

Use the following process with each Holy Week Liturgy: Palm Sunday, Holy Thursday, Good Friday, and Easter Sunday. Use the handout, ***Holy Week Liturgies***, as a guide to the readings and symbols of Holy Week. Use a Holy Week missalette for the outlines of the Holy Week liturgies. (If possible, try to meet in the church so that you can take advantage of the church environment.)

Prepare the following symbols to use: palm branch, loaf of bread, empty bowl and pitcher of water and towel, cross, and a large candle. If you have set up a Holy Week table, you can use these items from the table.

Complete the following process four times—one for each Holy Week liturgy.

Step One: Read the Gospel and review the main points of the ritual for the liturgy. Involve the participants in reading the Gospel. (For Palm Sunday focus on the Gospel reading for the procession.)

Step Two: Show the participants the symbol(s) for this liturgy and explain its significance using the handout, ***The Holy Week Liturgies***.

- Palm Sunday: Pass the palm branch around the group. Ask them what they think the symbol of palms means. Then explain the significance of the symbol.
- Holy Thursday: Wash the participant’s hands and dry them with the towel. Pass a small piece of bread to each child. Ask them what they think these symbols of water and bread mean. Then explain the significance of the symbol.
- Good Friday: Pass the cross from person to person, in silence. Ask them to offer a short prayer to Jesus while the cross is being passed around the group. Ask them what they think the symbol of the cross means. Then explain the significance of the symbol.
- Easter Sunday: Darken the room and light the candle. Walk around the room, shining the light on each participant. Ask them what they think the symbol of light means. Then explain the significance of the symbol.

After the four presentations, invite the participants to share their feelings and thoughts about the Holy Week symbols. Conclude by reminding the participants to listen for the Scripture readings and look for the symbols when they participate in the Holy Week liturgies.

Activity Two: Holy Week Poster

Materials needed: poster paper or poster board, art supplies such as colored construction paper, crayons, markers, glue, scissors, transparent tape, magazine pictures, etc.

Give the participants the opportunity to make reminders of the Holy Week liturgies by drawing pictures of the important symbols of Holy Week on a Holy Week Poster. Provide a piece of poster paper (or poster board) on which the participants can chart the events of Holy Week with simple symbols.

Write the following list of symbols on newsprint or poster board for all to see. Using a children's Bible read the story that corresponds to each story (or ask one of the participants to read). Use the handout, ***The Holy Week Liturgies***, for the exact Scripture reference. Give the participants the Bible reference to include on their poster. You could also ask them to read the Gospel passage that contains their symbol and write a short quote from the Gospel on their symbol.

- A palm to remind us of Jesus' triumphant entry into Jerusalem. (Palm Sunday)
- A bag of coins to remind us that Jesus was betrayed by one of his friends. (Good Friday)
- A bowl of water and towel to remind us that Jesus taught us to love one another by washing his disciples' feet. (Holy Thursday)
- Wine and bread to remind us of Jesus' last meal with the disciples. (Holy Thursday)
- A rooster to remind us that all the disciples finally left Jesus before the rooster crowed three times. (The Passion on Good Friday)
- A cross to remind us of Jesus' suffering. (Good Friday)
- The tomb with the stone rolled in front of the opening to remind us that Jesus died. (Easter Vigil and Easter Sunday)
- A butterfly to remind us that Jesus was raised from the dead and lives forever. (Easter Vigil and Easter Sunday)

Invite each person to share his or her poster with the group. After the presentations, invite the participants to share their feelings and thoughts about the Holy Week posters. Conclude by reminding the participants to listen for the Scripture readings and look for the symbols when they participate in the Holy Week liturgies.

Activity Three: Video Presentation on Holy Week

(Families with Children Only)

Use a video to present the meaning of Holy Week. Go online to find videos, such as *The Beginner's Bible Series: The Story of Easter—Christ's Passion and Resurrection*. After the video discuss the key points with the participants.

Adolescent & Adult Activity Plan: Exploring Holy Week

Preparation

- Bible
- Sheets of newsprint, marking pens for each person, masking tape
- white paper and pens/pencils
- Handouts:
 - The Holy Week Liturgies: Word, Rituals, and Symbols
 - Remembering Holy Week
- Holy Week symbols for the prayer table (in Age Group Format you need for table for each age group):
 - the Lectionary or Bible (New American Bible, hardcover)
 - red tablecloth (or one with red in the pattern or drape a piece of red cloth on a white tablecloth)
 - a thick white candle and matches
 - a clear glass bowl with water (or a clear glass pitcher) with a white hand towel
 - a small clear bowl with olive oil
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- Holy Week symbols for each table group for the Guided Tour activity:
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 - a small clear bowl with olive oil
 - a loaf of bread (unsliced) on a plate
 - a clear glass with wine
 - a cross (not a crucifix)
 - palms
 - thorns

Introduction

Begin this activity by explaining the importance of Holy Week. Use the following information to provide a very brief and simple introduction for children.

The Easter Triduum is the “mother of all feasts.” All other feasts of the year hinge on this great feast. While each Sunday stands on its own as an observance of the paschal mystery, the entire liturgical year is in forward motion toward the fundamental commemoration of our Christian faith: the redemptive action of Jesus Christ’s passion, death, and resurrection.

The Triduum is a single celebration of the paschal mystery presented, over three days, under different aspects. Christian remembering is more than retracing the Lord’s steps during his last days in Jerusalem. At the Holy Thursday Eucharist, the church is already drawn into the whole event of Jesus’ death and resurrection. The Good Friday celebration of the Lord’s passion is austere but never sad, for the risen Lord already reigns triumphant. On Holy Saturday the church waits for the celebration of Christ’s resurrection and its own at the Easter Vigil, when the Spirit hovers over the

waters of the font and the community of faith drinks deeply again of the mystery of Jesus' passage from death to life.

Individuals and communities who engage themselves wholeheartedly in living the entire paschal cycle—Lent, Triduum, and Easter's Fifty Days—discover, not that they have taken hold the pasch, but that the pasch has seized them and changed them forever! This is especially true of the Triduum which, standing at the heart of the paschal cycle, is an intense immersion in the fundamental mystery of what it is to be Christian and to be church. Year after year, those who keep the Triduum hunger in fasting and rejoice in feasting, sharing in death and resurrected life, contemplate cross-onto-glory, tell and hear the great stories of salvation, emerge fresh-robed from the waters of victory and taste of the wedding banquet of heaven and earth. In these most human and yet most divine of actions, the old passes into the radically new.

The focus of the activities suggested below is taking a "tour" of the liturgies of Holy Week—Palm Sunday, Holy Thursday, Good Friday, Easter Vigil, and Easter Sunday. The following activities are designed to engage the participants in the liturgies so as to prepare them for meaningful participation during Holy Week.

Remembering Activity

Begin with a remembering activity. Ask the participants to remember their participation in the Holy Week liturgies (in the past or in recent experience) and to complete the handout, *Remembering Holy Week*.

Then in small groups of six to eight people, ask them to share their reflections with each other. You may want to conclude this activity by inviting participants to share brief reflections with the large group.

Exploring the Liturgies of Holy Week

There are several activities for exploring the liturgies of Holy Week. Select the activity that best suits the needs of your group. Be sure that each participant has a copy of the missalette for Holy Week.

Activity One: A Guided Tour of Holy Week

Use the following process with each Holy Week liturgy. Complete the process for one liturgy before moving to the next liturgy. Use the handout, *Holy Week Liturgies*, as background information. (You can distribute this handout to the participants at the end of the activity as a summary.)

Step One: Using the missalette, read the Old Testament and Gospel reading and review the outline of the ritual for the liturgy. Involve the participants in reading the Scriptures.

- For Palm Sunday focus on the Gospel reading for the procession.
- For the Easter Vigil select one or two Old Testament readings, review the others, and read the Epistle and Gospel readings.)

Step Two: Ask the participants to identify the symbol(s) that emerge out of the readings and ritual actions and how the symbol(s) are used? Ask for responses and write them on a newsprint sheet. (This activity can be done in small groups with reporting to the large group.)

Step Three: Ask the participants to identify the significance of the liturgy (word, ritual, symbols) for us as Catholics today. Ask for responses and write them on a newsprint sheet. (This activity can be done in small groups with reporting to the large group.)

Conclude by reminding the participants to listen for the Scripture reading and look for the symbols and ritual actions when they participate in the Holy Week liturgies.

Activity Two: Re-enactment/Dramatization of the Holy Week Liturgies

Re-enacting or dramatizing the liturgies of Holy Week helps to bring them alive for the participants and prepares them for active participation in Holy Week. Use the following process to guide the participants. Use the handout, *Holy Week Liturgies*, as background information. (You can distribute this handout to the participants at the end of the activity as a summary.)

Organize the participants into four teams. Assign each team one of the liturgies of Holy Week: Palm Sunday (Processional), Holy Thursday, Good Friday, and Easter Vigil. Distribute copies of the Lent and Holy Week missalettes to all of the participants. Guide the teams through the following process.

Step One: Using the missalette, ask a member of each group to read the Scripture readings for their assigned liturgy to the group and, together, to review the outline of the ritual.

Step Two: As a team, discuss the meaning of the liturgy (word, ritual, symbols). “What is the importance and meaning of this liturgy for us as Catholics?” “How can we apply its meaning to our lives as Catholics?”

Step Three: As a team, brainstorm ways you can re-enact or dramatize this liturgy (through word, ritual, symbols) so that all of us can experience a “taste” of this liturgy. This dramatization should highlight a significant aspect of the liturgy to heighten people’s awareness of the importance of this liturgy for our lives as Catholics. Examples of dramatizing a liturgy include:

- re-enacting the ritual in an abbreviated form (e.g., washing feet for Holy Thursday)
- creating frozen statues (people frozen like mannequins into specific positions that depict a scene from the story with a reader proclaiming the story, such as the passion on Good Friday)
- interactive skits (skits that involve the “audience” in some way, such as passing a cross and offering a prayer for Good Friday or renewing Baptismal vows at the Easter Vigil)

Step Four: Determine which method you will use for creating your drama, choose your props and location, and practice your dramatic presentation.

Step Five: Present the dramatizations one-by-one beginning with Palm Sunday and concluding with the Easter Vigil. After each presentation, invite the “audience” to share their feelings and thoughts about that particular Holy Week liturgy. Ask the participants to identify the significance of the liturgy (word, ritual, symbols) for us as Catholics today.

After all of the presentations, ask the participants to share their reflections and insights on Holy Week with the group (learnings, feelings, discoveries, surprises, etc.).

Conclude by reminding the participants to listen for the Scripture reading and look for the symbols and ritual actions when they participate in the Holy Week liturgies.

Activity Three: Holy Week in Film—Video Presentation of Jesus of Nazareth

Use the movie *Jesus of Nazareth* (or other movie on the life of Jesus) to present Jesus' entry into Jerusalem; the Last Supper; the trial, passion, and crucifixion of Jesus; and the resurrection. This segment of *Jesus of Nazareth* is a very somber and sobering portrayal of Holy Week. It is very easy to correlate the Holy Week readings to the action on the film.

Explain to the participants that they are going to see a vivid depiction of the last days of Jesus his trial, passion and crucifixion. This will be followed by the resurrection of Jesus and post-resurrection experiences of the disciples.

After each segment, invite the participants to share their feelings and thoughts about what they saw and the particular Holy Week liturgy. Ask the participants to identify the significance of the liturgy (word, ritual, symbols) for us as Catholics today.

Begin the presentation with Jesus' entry into Jerusalem on the third video tape. After this scene stop the video and, using the missalette, read the Gospel reading for Palm Sunday (processional reading) and review the outline of the ritual for the liturgy.

Resume the video presentation through the Last Supper. After the Last Supper scene stop the video and, using the missalette, read the Old Testament and Gospel reading for Holy Thursday and review the outline of the ritual for the liturgy.

Resume the video presentation through the death of Jesus on the cross and his burial. After this scene stop the video and, using the missalette, read the Passion according to the Gospel of John and review the outline of the ritual for the liturgy.

Resume the video presentation through the end of Jesus of Nazareth. Stop the video and, using the missalette, read the Epistle and Gospel readings for the Easter Vigil and review the outline of the ritual for the liturgy.

After all of the presentations, ask the participants to share their reflections and insights on Holy Week with the group (learnings, feelings, discoveries, surprises, etc.).

Conclude by reminding the participants to listen for the Scripture reading and look for the symbols and ritual actions when they participate in the Holy Week liturgies.

Part 4. Sharing Learning Reflections (20 minutes)

Preparation

- Determine what each group will bring back to the large group or to their small group to share as a result of their learning.
- Determine how each group will share their reports or projects so that they “teach” the other groups about the event and theme.

Whole Group Sharing and Reflection

The whole group sharing experience provides an opportunity for each age group to share something they have learned with the entire group. If the session has been conducted in intergenerational groups ask participants to remain with their group. If the session was conducted in the age group format, ask people to rejoin their intergenerational groups from the All Ages Learning Experience OR ask family members to rejoin their own family and individual adolescent and adult participants to stay with their age groups from the In-Depth Learning Experience.

First, ask the participants to share what they learned in a small group setting or by inviting participants or groups, representing families, teens, and adults, to share projects or reflections with the entire.

Second, present the following information using the words below or your own words:

Think of everything we have done in this session to learn about Holy Week. Take a few minutes to reflect on what you have learned in this session:

- What is one thing you learned about Holy Week that you did not know before?
- What do you look forward to experiencing during Holy Week this year?
- Why do you think Holy Week is so important for us as Catholics?

Part 5. Closing Prayer (5 minutes)